



Fairforest Middle

4120 N. Blackstock Road
Spartanburg, South

Grades	6-8 Middle School	
Enrollment	745 Students	
Principal	Ty Dawkins	864-576-1270
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

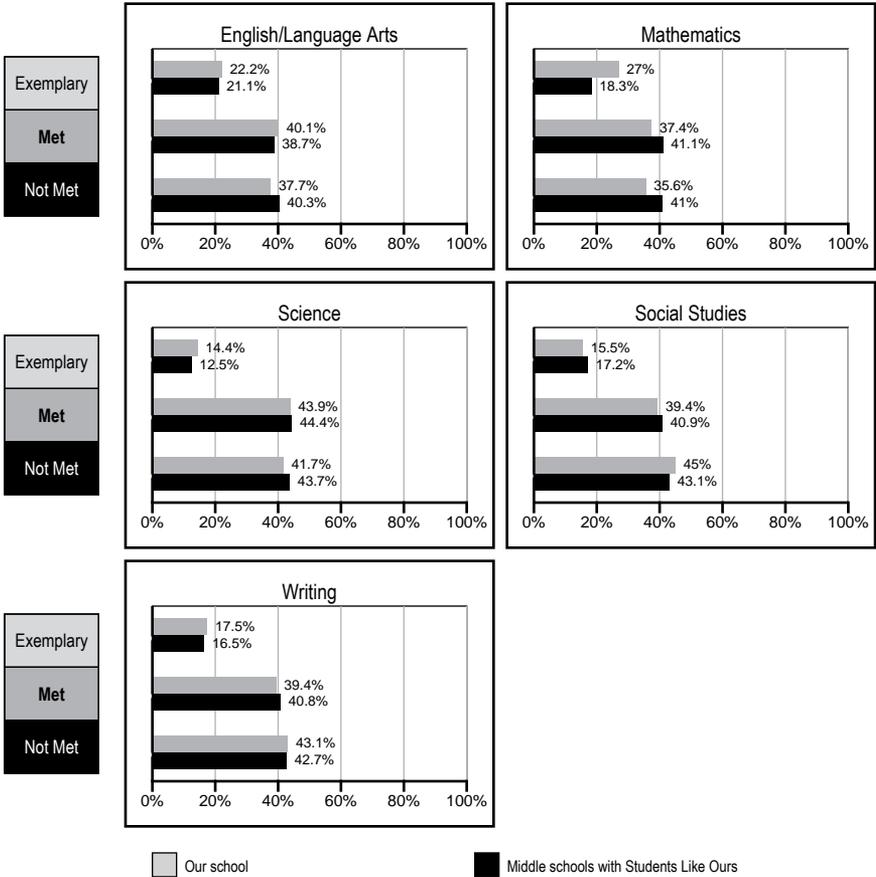
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	17	4

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	91.2%
English 1	N/A	89.5%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	90.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=745)				
Students enrolled in high school credit courses (grades 7 & 8)	11.2%	Down from 17.6%	16.0%	21.6%
Retention rate	0.4%	Up from 0.1%	1.9%	1.2%
Attendance rate	95.4%	Up from 95.1%	95.4%	95.9%
Eligible for gifted and talented	14.5%	Up from 12.8%	10.0%	14.8%
With disabilities other than speech	15.2%	Up from 14.2%	15.4%	12.6%
Older than usual for grade	2.4%	Up from 1.2%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	57.9%	Down from 65.5%	56.1%	56.9%
Continuing contract teachers	75.4%	Down from 82.8%	67.2%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	9.7%	5.3%
Teachers returning from previous year	85.9%	Down from 86.2%	81.1%	82.9%
Teacher attendance rate	95.4%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$47,001	Up 6.3%	\$45,942	\$46,599
Professional development days/teacher	12.6 days	Down from 13.0 days	10.2 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.7 to 1	18.9 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 90.2%	89.8%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,226	Up 5.6%	\$8,162	\$7,645
Percent of expenditures for instruction**	70.9%	Up from 68.8%	62.3%	63.4%
Percent of expenditures for teacher salaries**	51.7%	Down from 64.0%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-09 school year at Fairforest Middle School was a great one filled with many student and teacher success stories. Students were encouraged to work to their fullest potential in all areas. Our main focus continues to be academic success for all students; however, success in the arts, athletics, and other areas of education is just as important. Students are experiencing great improvements through the use of Corrective Reading, a district-wide reading program designed to assist students in the foundations of reading.

Several FFMS students won local, state, or national art awards on the middle school and high school levels. We had many students selected to the State Honor Choir again this year, and the Battle of the Brains team placed in the final four. The Muse Machine was voted "Muse Machine of the Year" for the third year in a row. One hundred percent of the students enrolled in Algebra I passed the state End of Course (EOC) test. Three students were selected to attend the Scholar's Academy at USC Upstate. The wrestling team and the eighth grade football team won second place in the Peachtree Conference. The Fairforest Middle School Odyssey of the Mind team won first place in the state this year. A new club was added this year, FCA (Fellowship of Christian Athletes). We are extremely proud of these and the many other student accomplishments.

Teachers attended staff and professional development conferences and seminars. The drama teacher was named Spartanburg County MUSE Machine Advisor of the Year. Two teachers were awarded \$500 Kohl's Cares for Kids grants, and an eighth grade ELA teacher received the Poetic Achievement Award from Creative Communications. The librarian received the Picturing America grant, and FFMS received the 21st Century Summer Enrichment grant. The 2009 Relay for Life team raised the second highest amount of money of all the middle schools. These great accomplishments established the culture of excellence throughout the school.

We are extremely appreciative of the support from our students, parents, and the entire Fairforest community. Through our continued partnership and commitment to our students, we are sure to continue on the path of success.

Dr. Shawn D. Foster, Principal
Mr. Troy Christensen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	229	64
Percent satisfied with learning environment	N/R	74.0%	89.1%
Percent satisfied with social and physical environment	N/R	82.8%	87.5%
Percent satisfied with school-home relations	N/R	85.2%	82.8%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 26 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	732	98.2	37	40.4	22.5	72.5	83.1	82.8	Yes	Yes
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Gender

Male	368	98.6	41.8	38.6	19.6	69.1	80.5	79.3	N/A	N/A
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Female	364	97.8	32.1	42.3	25.5	76	85.8	86.5	N/A	N/A
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Racial/Ethnic Group

White	319	98.4	30.1	37	32.9	78.1	88.9	89.5	Yes	Yes
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African American	218	96.8	43	43	14	68	75.7	73.7	Yes	Yes
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Asian/Pacific Islander	31	100	40	36.7	23.3	73.3	88.6	92.3	I/S	I/S
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Hispanic	151	99.3	44.1	43.4	12.5	65.4	73.8	76.5	Yes	Yes
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
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Disability Status

Disabled	111	92.8	76	20	4	33	50.4	52	No	No
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Migrant Status

Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	189	99.5	46	44.3	9.7	65.9	73	75.1	Yes	Yes
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Socio-Economic Status

Subsided meals	554	98.2	41.4	41.4	17.3	69.4	76.3	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	732	98.5	37.8	38.5	23.7	72.3	79.2	78.9	Yes	Yes
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Gender

Male	368	98.9	41.4	34	24.6	66.6	77.6	77	N/A	N/A
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Female	364	98.1	34.1	43.1	22.8	78.1	80.9	80.9	N/A	N/A
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Racial/Ethnic Group

White	319	98.8	29	39.6	31.4	80.9	86.9	87.2	Yes	Yes
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African American	218	97.3	46.3	38.8	14.9	62.7	67.2	66.7	Yes	Yes
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Asian/Pacific Islander	31	100	30	43.3	26.7	80	84.6	93	I/S	I/S
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Hispanic	151	99.3	47.1	35.3	17.6	65.4	73.4	76	Yes	Yes
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
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Disability Status

Disabled	111	93.7	74.3	24.8	1	35.6	39.3	45.5	No	Yes
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Migrant Status

Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	189	99.5	44.9	37.5	17.6	69.9	72.6	76.1	Yes	Yes
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Socio-Economic Status

Subsided meals	554	98.6	42.6	36.9	20.5	68.8	71.1	70.2	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	483	99.4	40.9	44.5	14.5	59.1	68	67.5
Gender								
Male	247	100	41.7	42.6	15.7	58.3	68.1	67
Female	236	98.7	40.1	46.5	13.4	59.9	67.8	68
Racial/Ethnic Group								
White	206	99	29.6	47.6	22.8	70.4	78.3	79.5
African American	149	99.3	55	37.1	7.9	45	52	50.3
Asian/Pacific Islander	24	100	43.5	43.5	13	56.5	73.2	84.3
Hispanic	98	100	43.3	51.1	5.6	56.7	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	74	97.3	78.6	20	1.4	21.4	27	35.6
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	133	100	43.4	48.1	8.5	56.6	57	59.6
Socio-Economic Status								
Subsided meals	374	99.5	44.3	46.3	9.4	55.7	57.7	55.1
Social Studies								
All Students	473	98.9	44.1	40	15.9	55.9	72.6	72.3
Gender								
Male	224	99.6	47.8	37.2	15	52.2	71.9	71.5
Female	249	98.4	40.7	42.5	16.8	59.3	73.4	73.2
Racial/Ethnic Group								
White	215	98.6	36.7	39.8	23.5	63.3	80.2	80.7
African American	138	99.3	54.3	36.4	9.3	45.7	59.6	60
Asian/Pacific Islander	15	100	28.6	50	21.4	71.4	83.8	88.5
Hispanic	97	99	51.2	39.5	9.3	48.8	67.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	72.2
Disability Status								
Disabled	67	95.5	77.8	17.5	4.8	22.2	37.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	112	99.1	51	44	5	49	67.6	67.9
Socio-Economic Status								
Subsided meals	348	99.1	48.3	40.6	11.1	51.7	62.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	739	97.7	42.7	39.7	17.6	57.3	72.3	70.2	95.4	96.6
Gender										
Male	373	97.3	50	35.8	14.2	50	66.8	63.2	95.3	96.5
Female	366	98.1	35.3	43.6	21.1	64.7	77.8	77.5	95.5	96.6
Racial/Ethnic Group										
White	319	97.8	31.1	44	24.9	68.9	80.4	79.1	94.8	96.2
African American	223	97.8	51.2	37.1	11.7	48.8	61.9	57.6	95.7	96.9
Asian/Pacific Islander	32	93.8	28.6	50	21.4	71.4	81.6	86.2	97.7	97.4
Hispanic	151	98	59.9	32.8	7.3	40.1	59.2	62.6	95.9	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	60	68.7	97.3	96.5
Disability Status										
Disabled	110	90	N/AV	N/AV	N/AV	10.4	23.2	26.1	94.8	95.9
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	54.7	96	97.7
English Proficiency										
Limited English Proficient	188	98.4	56.6	35.4	8	43.4	55.8	61.2	96	96.8
Socio-Economic Status										
Subsided meals	560	97.9	48.6	38.3	13.1	51.4	61.1	58.9	95.2	96.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	240	99.6	43	38	19	57
	7	228	99.6	35	36.9	28.2	65
	8	264	95.8	33.3	45.7	21	66.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	240	100	38.7	32.9	28.4	61.3
	7	228	99.6	37.4	45.1	17.5	62.6
	8	264	96.2	37.3	38.1	24.6	62.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	123	100	52.2	39.1	8.7	47.8
	7	228	99.6	34.5	48.5	17	65.5
	8	132	98.5	41.3	42.9	15.9	58.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	99.2	32.4	55	12.6	67.6
	7	228	99.6	51.5	34	14.6	48.5
	8	124	97.6	42.2	36.2	21.6	57.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	242	97.5	46.1	35.6	18.3	53.9
	7	228	99.6	42.1	42.1	15.8	57.9
	8	269	96.3	40.1	41.3	18.6	59.9

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