



FAIRFIELD CENTRAL HIGH

836 U.S. Hwy.321 Bypass
Winnsboro, South Carolina

Grades	9-12 High School	
Enrollment	859 Students	
Principal	David Corley, Sr.	803-635-1441
Superintendent	Dr. Patrice Robinson	803-635-4607
Board Chair	Mr. Ronald Smith	803-718-8076

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	At-Risk
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Below Average	Excellent

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	18	7	6

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	66.5%	71.9%	68.6%	62.2%	64.9%	64.3%
Passed 1 subtest (%)	16.1%	13.6%	17.9%	18.4%	18.1%	19.8%
Passed no subtests (%)	17.4%	14.5%	13.5%	19.4%	17.5%	15.8%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	84.8%	84.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	268	244	152	160
Number of Graduates in Cohort	166	169	106	114
Rate	61.9%	69.3%	71.5%	72.4%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	273	N/A	164
Number of Graduates in Cohort	N/A	166	N/A	115
Rate	N/A	60.8%	N/A	70.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	54.4%	64.9%
English 1	39.9%	50.5%
Biology 1/Applied Biology 2	38.7%	48.1%
Physical Science	48.3%	42.4%
US History and the Constitution	25.6%	28.8%
All Tests	40.8%	46.2%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=859)				
Retention rate	1.2%	Down from 2.8%	4.4%	3.4%
Attendance rate	99.5%	Up from 93.5%	94.9%	95.0%
Served by gifted and talented program	5.9%	Up from 0.0%	7.4%	12.4%
With disabilities other than speech	13.3%	Down from 16.5%	12.2%	9.9%
Older than usual for grade	5.7%	Down from 6.5%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 2.5%	1.1%	0.9%
Enrolled in AP/IB programs	12.1%	Down from 12.9%	5.6%	13.0%
Successful on AP/IB exams	N/A	N/A	18.7%	51.7%
Eligible for LIFE Scholarship	27.9%	Down from 30.1%	27.8%	30.1%
Annual dropout rate	2.7%	Up from 1.4%	2.1%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	5.4%	2.9%
Enrollment in career/technology courses	239	Down from 302	274	419
Students participating in work-based experiences	0.0%	Down from 10.0%	0.1%	7.2%
Career/technology students attaining technical skills	74.9%	Down from 75.0%	78.6%	83.0%
Career/technology completers placed	N/A	N/A	98.0%	98.4%
Teachers (n=69)				
Teachers with advanced degrees	65.2%	Up from 60.3%	59.1%	61.1%
Continuing contract teachers	69.6%	Up from 57.4%	71.4%	80.6%
Teachers returning from previous year	81.2%	Up from 79.0%	81.5%	86.5%
Teacher attendance rate	95.2%	Down from 96.5%	95.3%	95.5%
Average teacher salary*	\$45,830	Down 0.3%	\$44,761	\$46,884
Professional development days/teacher	9.9 days	Down from 11.1 days	10.1 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Down from 25.1 to 1	22.4 to 1	26.5 to 1
Prime instructional time	92.3%	Up from 89.4%	89.7%	89.3%
Dollars spent per pupil**	\$8,306	Down 1.9%	\$9,388	\$7,804
Percent of expenditures for teacher salaries**	58.3%	Up from 53.8%	56.5%	58.0%
Percent of expenditures for instruction**	60.3%	Up from 58.9%	59.6%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.6%	Down from 96.0%	96.9%	97.3%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	211	84.8%	1051	40.8%	268	61.9%	No
Gender							
Male	103	78.6%	524	42.0%	130	54.6%	N/A
Female	108	90.7%	520	40.0%	138	68.8%	N/A
Racial/Ethnic Group							
White	19	94.7%	106	55.7%	30	46.7%	N/A
African American	190	83.7%	915	38.1%	232	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	22	86.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	29	34.5%	119	19.3%	20	10.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	21	85.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	159	82.4%	847	38.0%	202	64.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Fairfield Central High School, a rural school with approximately 850 students, serves students in grades 9 through 12. The composition of the student body is 93% African American, 4% Caucasian, and 3% Hispanic. The school is the only public high school in Fairfield County and is dedicated to meeting the needs of all students. The faculty is committed to providing each student with the opportunity of achieving academic success. The faculty shares in the belief that all students have the ability to learn.

The school is diverse in the preparation of students for this global society. Students are provided with the opportunities to pursue a course of study that leads to success in the workforce or in higher education. Students are encouraged to prepare for post secondary education or vocational careers through the school's partnership with Fairfield County Career and Technology Center. The school has maintained steady growth and continues to show increase in language arts/reading and math scores on the High School Assessment Program (HSAP). Fairfield Central High School was also presented with the Magna Cum Laude Award for High Improvement on the ACT in 2010.

Students participated in Academic Enrichment each day to receive needed support in each of the core content areas. Literacy across the Curriculum strategies were implemented, and quality professional development designed to integrate best practice instructional strategies throughout the curriculum were conducted. Fairfield Central High School has adopted several SMART goals to include: increasing the percentage of students meeting or exceeding standards in language arts/reading and math on HSAP, increasing percentage of students passing End of Course (EOC) Exams, and increasing the percentage of students meeting proficiency on district level nine weeks tests.

Although student achievement is a top priority at Fairfield Central, students demonstrate excellence in extracurricular activities. The varsity football, track, volleyball, and tennis teams all finished their seasons with high rankings within the region. In addition to athletic success, our arts program continues to thrive as students are recognized for outstanding performances.

Principal
David Corley

SIC President
Debra Pearson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	148	5
Percent satisfied with learning environment	54.5%	49.3%	I/S
Percent satisfied with social and physical environment	75.0%	55.2%	I/S
Percent satisfied with school-home relations	33.3%	69.2%	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

No

This school met 6 out of 13 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.2%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	208	98.1	15.2	34.5	34.5	15.7	56.3	56.3	68.0	No	Yes
Male	91	96.7	16.5	35.3	32.9	15.3	52.9	52.3	63.1	N/A	N/A
Female	117	99.1	14.3	33.9	35.7	16.1	58.9	59.3	73.1	N/A	N/A
White	24	91.7	5.0	35.0	45.0	15.0	60.0	60.0	79.4	I/S	I/S
African American	179	98.9	16.9	34.3	33.1	15.7	55.8	55.7	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	26	96.2	36.0	44.0	20.0	N/A	28.0	28.0	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	164	97.6	17.5	36.4	33.1	13.0	52.6	52.6	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	208	98.1	28.9	38.6	23.4	9.1	48.2	48.0	62.3	No	Yes
Male	91	96.7	28.2	40.0	24.7	7.1	51.8	51.8	61.4	N/A	N/A
Female	117	99.1	29.5	37.5	22.3	10.7	45.5	45.1	63.2	N/A	N/A
White	24	95.8	5.0	55.0	35.0	5.0	65.0	65.0	75.3	I/S	I/S
African American	179	98.3	32.0	36.6	22.1	9.3	45.9	45.7	42.9	No	Yes
Asian/Pacific Islander	0	N/A	84.3	I/S	I/S						
Hispanic	5	I/S	59.4	I/S	I/S						
American Indian/Alaskan	0	N/A	64.1	I/S	I/S						
Disabled	26	96.2	60.0	28.0	12.0	N/A	24.0	24.0	21.5	I/S	I/S
Migrant	0	N/A	I/S	N/A	N/A						
Limited English Proficient	5	I/S	47.1	I/S	I/S						
Subsidized meals	164	97.6	32.5	39.6	20.1	7.8	41.6	41.3	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	208	97.6	82.8	9.9	3.4	3.9	7.4	N/A	N/A	N/A	N/A
Male	91	95.6	82.8	10.3	1.1	5.7	6.9	N/A	N/A	N/A	N/A
Female	117	99.1	82.8	9.5	5.2	2.6	7.8	N/A	N/A	N/A	N/A
White	24	100.0	83.3	4.2	8.3	4.2	12.5	N/A	N/A	N/A	N/A
African American	179	97.2	82.8	10.3	2.9	4.0	6.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	26	80.8	95.2	4.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	164	97.0	86.2	6.9	3.1	3.8	6.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	238	98.7	16.4	42.5	23.9	17.3	53.5	52.4	65.9
	2011	208	98.1	15.2	34.5	34.5	15.7	56.3	56.3	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	238	98.3	24.0	37.8	25.3	12.9	49.8	49.1	62.3
	2011	208	98.1	28.9	38.6	23.4	9.1	48.2	48.0	62.3

* Adjusted to account for natural variation in performance.

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