



## Fairfield Elementary

175 Medley Rd.  
Winnsboro, SC 29180

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	715 Students	
<b>Principal</b>	Brenda Gilchrist	803-635-5594
<b>Superintendent</b>	Samantha J. Ingram, Ph.D.	803-635-4607
<b>Board Chair</b>	Mrs. Catherine Kennedy	803-337-3522

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Excellent
2005	Below Average	At-Risk

## 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**

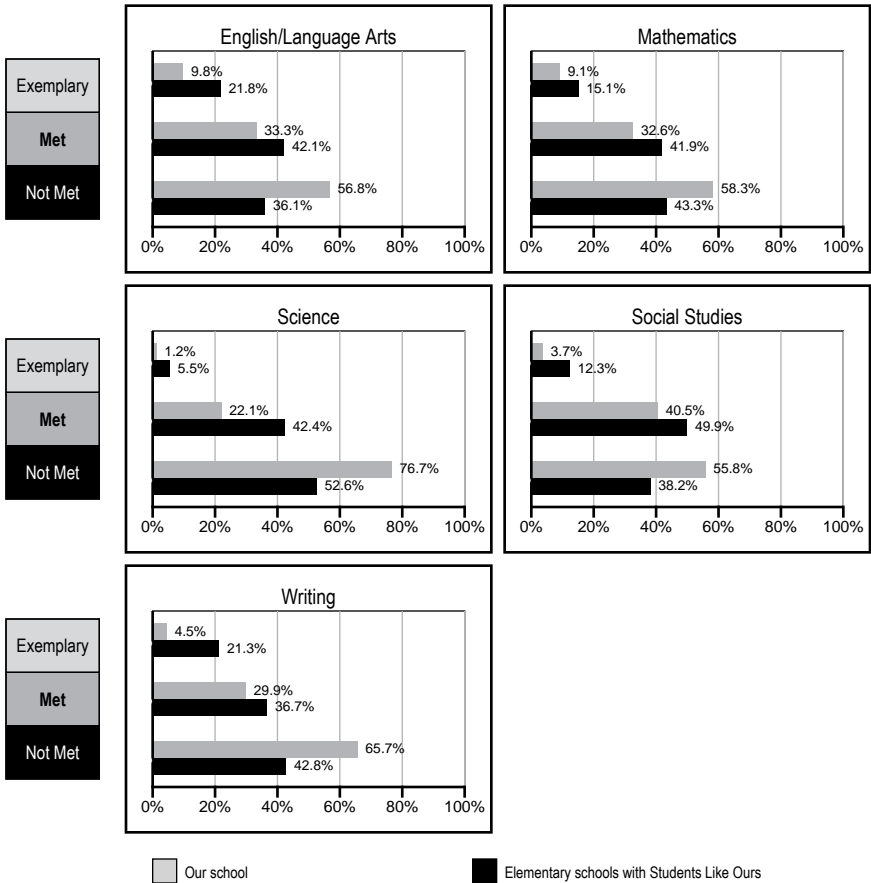
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	59	56	31

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

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=715)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.4%	2.5%	1.9%
Attendance rate	94.5%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	3.7%	Up from 0.0%	2.9%	10.0%
With disabilities other than speech	10.1%	Up from 8.3%	7.5%	7.7%
Older than usual for grade	0.9%	Up from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	62.3%	Up from 60.5%	57.1%	59.4%
Continuing contract teachers	62.3%	Up from 48.8%	71.8%	80.0%
Teachers with emergency or provisional certificates	2.0%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	69.7%	Down from 88.1%	81.7%	85.9%
Teacher attendance rate	92.1%	Down from 96.7%	95.1%	95.1%
Average teacher salary*	\$46,677	Up 1.7%	\$45,890	\$47,149
Professional development days/teacher	10.7 days	Down from 11.7 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 14.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	83.6%	Down from 91.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 80.3%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,134	Up 1.8%	\$8,670	\$7,458
Percent of expenditures for instruction**	70.8%	Up from 69.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.1%	Down from 63.9%	62.0%	63.2%

\* 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

## Report of Principal and School Improvement Council

Fairfield Elementary School is one of two newly reconstituted schools in the district for the 2008-2009 school year. Our students chose the Pirates as their mascot and the motto is "Futuristic, Enthusiastic and Scholarly." We have attempted to live up to the motto through our beliefs and mission statement.

We believe that every student has the right and responsibility to learn; all stakeholders should communicate and collaborate cooperatively to ensure the success of all students; each student should be treated equitably and with respect; and that each student deserves appropriate educational opportunities.

The mission of Fairfield Elementary School is to prepare each student to become a responsible thinker and seeker of knowledge by assuring a comprehensive education in a safe, nurturing environment supported by our community.

In keeping with our beliefs and mission statement, we have provided many opportunities for students, parents, and the community to participate in several school events—career day, muffins for moms, doughnuts for dads, Veterans' Day, grandparents' day, literacy night, academic fair, quarterly awards programs, winter and spring concerts, character celebrations, weekly outstanding behavior recognitions, and our finale was the Broadway performance of our students in the "Aladdin" play.

Further, our school is fortunate to have students and parents actively engaged in special programs such as gifted and talented, Reading Recovery, South Carolina Reading First, green day, after school, Chamber of Commerce Lunch Mentoring Program, and accelerated reader. The parent workshops were held monthly and twice during the scheduled day for the activity. The intent was to invite and ensure that as many parents as possible were able to attend the sessions, morning or evening. We are proud of the new partnership with the Chamber of Commerce Lunch Mentoring Program because this program afforded students in grades five and six who may have some difficulty adjusting to academic schedules social skills and/or behavior modifications to engage in on-going dialogue with business men and women from the community.

Our students attended several fieldtrips in which the parents were able to attend as chaperones—EdVenture, Riverbanks Zoo, colleges and universities, and the State Museum, to name a few.

We are equally proud of our success in benchmarks assessments held quarterly in all core areas. Students made consistent gains in science and social studies. In using the first quarter as a baseline, our students decreased in performance in mathematics and reading during the second quarter; however, there was a significant gain from second to third quarter. We are new and this is a new beginning. The future looks bright and it is evident that we have the potential to make great strides in the future.

Mildred Woodard, School Improvement Council President  
Brenda P. Gilchrist, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	49	25
Percent satisfied with learning environment	68.8%	77.1%	50.0%
Percent satisfied with social and physical environment	72.3%	73.5%	43.5%
Percent satisfied with school-home relations	41.3%	75.5%	52.2%

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

Abbreviations for Missing Data

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

## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 13 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	94.5%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	286	99.7	56.8	33.3	9.8	56.8	71.7	82.8	No	Yes
<b>Gender</b>										
Male	160	100	62.3	28.8	8.9	52.7	66.4	79.3	N/A	N/A
Female	126	99.2	50	39	11	61.9	76.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	100	43.2	34.1	22.7	68.2	77.4	89.5	Yes	Yes
African American	231	100	60	33.5	6.5	54.4	70.9	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	84.1	11.6	4.3	30.4	44.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	259	99.6	56.8	33.7	9.5	58	70	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	286	99.7	58.3	32.6	9.1	50.8	65.6	78.9	No	Yes
<b>Gender</b>										
Male	160	100	57.5	33.6	8.9	50	62.6	77	N/A	N/A
Female	126	99.2	59.3	31.4	9.3	51.7	68.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	100	34.1	40.9	25	72.7	73.4	87.2	Yes	Yes
African American	231	100	63.7	30.2	6	46	64.3	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	82.6	13	4.3	18.8	31.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	259	99.6	59.3	32.5	8.2	50.2	64	70.2	No	Yes

\* 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
<b>Science</b>								
All Students	178	98.9	76.5	22.2	1.2	23.5	46.5	67.5
<b>Gender</b>								
Male	102	98	75.8	22	2.2	24.2	44.3	67
Female	76	100	N/AV	N/AV	N/AV	22.5	48.6	68
<b>Racial/Ethnic Group</b>								
White	29	100	N/AV	N/AV	N/AV	33.3	54	79.5
African American	145	98.6	78.6	19.8	1.5	21.4	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	40	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	43	97.7	N/AV	N/AV	N/AV	5	16	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40	59.6
<b>Socio-Economic Status</b>								
Subsided meals	157	98.7	78.1	20.5	1.4	21.9	43.7	55.1
<b>Social Studies</b>								
All Students	176	100	55.8	40.5	3.7	44.2	52.7	72.3
<b>Gender</b>								
Male	97	100	60.2	36.4	3.4	39.8	48.4	71.5
Female	79	100	50.7	45.3	4	49.3	56.5	73.2
<b>Racial/Ethnic Group</b>								
White	33	100	43.3	46.7	10	56.7	63.5	80.7
African American	138	100	60	37.7	2.3	40	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	93.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	42	100	N/AV	N/AV	N/AV	17.1	29.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	92.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	165	100	56.8	40.6	2.6	43.2	49.6	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
<b>Writing</b>										
All Students	288	99.3	65.4	30.1	4.5	34.6	56.3	70.2	94.5	95.6
<b>Gender</b>										
Male	161	98.8	70.7	25.9	3.4	29.3	48.2	63.2	94.1	95.3
Female	127	100	58.8	35.3	5.9	41.2	63.8	77.5	95	95.8
<b>Racial/Ethnic Group</b>										
White	50	100	62.2	24.4	13.3	37.8	59.1	79.1	93.7	94.6
African American	231	99.1	66.7	30.6	2.8	33.3	55.7	57.6	94.7	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	97.7	98.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.8	62.6	95.6	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
<b>Disability Status</b>										
Disabled	77	100	88.3	9.1	2.6	11.7	19.3	26.1	93.5	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	64.3	61.2	96	95.5
<b>Socio-Economic Status</b>										
Subsidized meals	263	99.2	64.9	30.6	4.5	35.1	54.3	58.9	94.6	95.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	83	98.8	57.3	26.7	16	42.7
	4	69	100	61.3	33.9	4.8	38.7
	5	72	100	43.3	43.3	13.4	56.7
	6	62	100	66.7	30	3.3	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	83	98.8	74.7	16	9.3	25.3
	4	69	100	30.6	59.7	9.7	69.4
	5	72	100	59.7	34.3	6	40.3
	6	62	100	65	23.3	11.7	35
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	41	95.1	89.2	8.1	2.7	10.8
	4	69	100	N/AV	N/AV	N/AV	24.2
	5	37	100	64.7	32.4	2.9	35.3
	6	31	100	N/AV	N/AV	N/AV	24.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	41	100	64.9	32.4	2.7	35.1
	4	69	100	N/AV	N/AV	N/AV	53.2
	5	35	100	48.5	36.4	15.2	51.5
	6	31	100	N/AV	N/AV	N/AV	29
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	80	100	65.3	26.7	8	34.7
	4	72	100	N/AV	N/AV	N/AV	26.6
	5	73	97.3	53.7	40.3	6	46.3
	6	63	100	70	26.7	3.3	30
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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