



Fairfield Middle

728 U.S. Highway 321 By
Winnsboro, South Carolina

Grades	7-8 Middle School	
Enrollment	458 Students	
Principal	Leevette E. Malloy	803-635-4270
Superintendent	Samantha J. Ingram, Ph.D.	803-635-4607
Board Chair	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
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	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

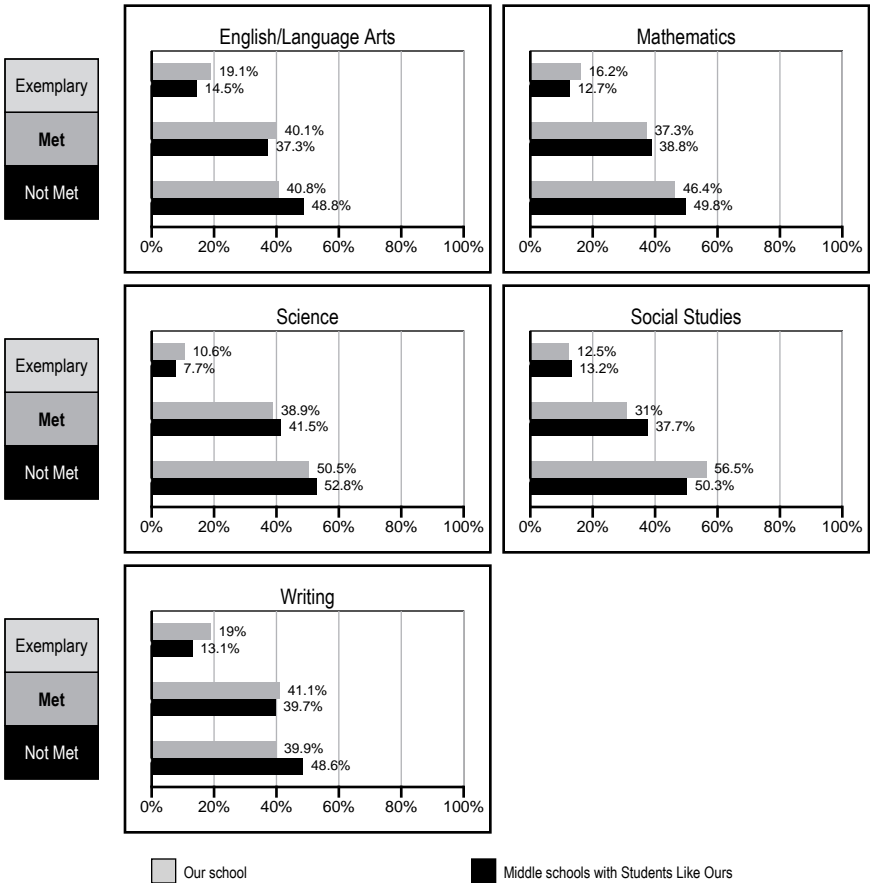
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	36	14

* 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%	89.7%
English 1	100.0%	84.4%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=458)				
Students enrolled in high school credit courses (grades 7 & 8)	6.6%	Down from 10.9%	12.8%	21.6%
Retention rate	6.4%	Up from 1.6%	2.3%	1.2%
Attendance rate	94.0%	Down from 94.7%	95.2%	95.9%
Eligible for gifted and talented	12.0%	Down from 12.6%	6.5%	14.8%
With disabilities other than speech	15.5%	Down from 18.7%	14.2%	12.6%
Older than usual for grade	3.9%	Down from 4.0%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 2.2%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	64.3%	Up from 46.9%	54.3%	56.9%
Continuing contract teachers	52.4%	Up from 36.7%	66.7%	72.7%
Teachers with emergency or provisional certificates	28.9%	Down from 43.9%	14.8%	5.3%
Teachers returning from previous year	66.5%	Down from 76.6%	76.9%	82.9%
Teacher attendance rate	96.6%	Down from 99.7%	94.9%	95.2%
Average teacher salary*	\$48,003	Up 13.8%	\$44,687	\$46,599
Professional development days/teacher	10.2 days	Down from 10.5 days	10.3 days	10.8 days
School				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.3 to 1	17.1 to 1	20.1 to 1
Prime instructional time	89.7%	Down from 94.2%	89.0%	89.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 85.4%	96.4%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,558	Up 11.9%	\$9,555	\$7,645
Percent of expenditures for instruction**	63.4%	Up from 59.3%	61.0%	63.4%
Percent of expenditures for teacher salaries**	52.2%	Up from 48.8%	54.8%	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

During the 2008-2009 school year, Fairfield Middle School provided a variety of academic programs and extra-curricular activities to approximately 451 students of Fairfield County. Our strong faculty and staff are the foundation of our instructional programs. We have 3 National Board certified teachers. One student was eligible to participate in the Duke University Talent Identification Program (TIP). This is an honor requiring exceptional academic ability. Three eighth grade students won the Fairfield County School District Science Fair Grand prize. They also attended the regional science fair at the University of South Carolina. Thirty-three students participated in the South Carolina State Read-In. One student participated in The McDonald's "All American Achievers" Education Contest. Based on the student's essay, she won a \$250 prize. Seven current FMS students were identified as a "Junior Scholar" in the Fairfield County Schools. Five students earned membership into the 3.0 Club. These students earned a minimum of a 3.0 GPA for the first three nine weeks of the school year and had no discipline infractions. Twenty-one students earned the Turn Around/Most Improved Award. Students also earned FMS outstanding departmental, good citizenship, honor rolls, MAP gains, End of Quarter Tests/Assessments, and character education awards. The English/Language Arts, mathematics, science, and social studies departments reached the goal of students gaining four or more points on the MAP test from the fall to the spring testing administrations.

As part of the Making Middle Grades Work initiative, Fairfield Middle School implemented a comprehensive system of extra help for students. All teachers provided tutorials. A school-wide embedded daily intervention and extended day (after-school) programs were implemented for students who needed academic assistance in English/Language Arts, mathematics, science, social studies, and general studies. The 6.5 Transition Program was implemented. Students were required to read twenty-five books for the school year.

Students had the opportunity to participate in a variety of co/extra-curricular activities. Members of the Academic Challenge Team participated in regional events. Members of the Family and Consumer Science classes sponsored a school-wide food drive and donated the food to Harvest Hope Food Bank. The Girls' Basketball Team finished 2nd in the Wateree Conference.

We recognize that all of our stakeholders are key components to the success of Fairfield Middle School. Parents and community members participated in School Improvement Council (SIC), Parent Teacher Student Association (PTSA), and various other volunteer initiatives. The Guidance Department, Curriculum Leadership Team, and Administrators coordinated several programs, including but not limited to Parent-Teacher-Student Partnership Conferences and Student Support Services' Workshops, which increased parental involvement.

At Fairfield Middle School, we do whatever it takes because every student counts.

Leevette E. Malloy, Principal
Albertha Woodard, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	191	91
Percent satisfied with learning environment	81.0%	69.5%	69.3%
Percent satisfied with social and physical environment	82.9%	70.7%	60.2%
Percent satisfied with school-home relations	56.1%	86.9%	65.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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

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	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	15.6%	0.0%	No
Student attendance rate	94.0%	94.0%*	Yes

* Or greater than last year

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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	452	100	42.9	41.5	15.7	67.7	71.7	82.8	Yes	Yes
Gender										
Male	218	100	50.8	35.2	14.1	61.3	66.4	79.3	N/A	N/A
Female	234	100	36	46.9	17.1	73.2	76.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	57	100	32.7	38.2	29.1	80	77.4	89.5	Yes	Yes
African American	386	100	44.2	42.3	13.6	66.1	70.9	73.7	Yes	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	9	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
Disability Status										
Disabled	72	100	70.8	26.2	3.1	40	44.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	378	100	47.6	39	13.4	63.8	70	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	452	100	48.7	38.2	13.1	66	65.6	78.9	Yes	Yes
Gender										
Male	218	100	52.3	36.7	11.1	63.3	62.6	77	N/A	N/A
Female	234	100	45.6	39.5	14.9	68.4	68.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	57	100	43.6	34.5	21.8	74.5	73.4	87.2	Yes	Yes
African American	386	100	49.3	38.8	11.9	64.8	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	9	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
Disability Status										
Disabled	72	100	81.5	16.9	1.5	26.2	31.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	378	100	50.7	37.6	11.7	64.1	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	345	99.4	50.2	39.2	10.6	49.8	46.5	67.5
Gender								
Male	170	99.4	51.3	39.2	9.5	48.7	44.3	67
Female	175	99.4	49.1	39.2	11.7	50.9	48.6	68
Racial/Ethnic Group								
White	40	100	45	42.5	12.5	55	54	79.5
African American	297	99.3	51.1	38.7	10.3	48.9	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	8	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
Disability Status								
Disabled	55	96.4	90	8	2	10	16	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	40	59.6
Socio-Economic Status								
Subsided meals	292	99.3	54.1	36.6	9.3	45.9	43.7	55.1
Social Studies								
All Students	348	99.4	56	31	13	44	52.7	72.3
Gender								
Male	172	99.4	56.3	31.3	12.5	43.8	48.4	71.5
Female	176	99.4	55.8	30.8	13.4	44.2	56.5	73.2
Racial/Ethnic Group								
White	47	97.9	38.6	43.2	18.2	61.4	63.5	80.7
African American	294	99.7	59.8	29.2	11	40.2	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	7	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
Disability Status								
Disabled	59	96.6	71.7	24.5	3.8	28.3	29.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	92.9	67.9
Socio-Economic Status								
Subsided meals	298	99.3	59.8	28.7	11.5	40.2	49.6	62.1

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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	450	99.8	39.8	41.2	19.1	60.2	56.3	70.2	94	95.6
Gender										
Male	217	99.5	45	38.1	16.8	55	48.2	63.2	93.3	95.3
Female	233	100	35.1	43.9	21.1	64.9	63.8	77.5	94.6	95.8
Racial/Ethnic Group										
White	57	100	36.4	43.6	20	63.6	59.1	79.1	92.6	94.6
African American	384	99.7	40.6	40.6	18.8	59.4	55.7	57.6	94.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.8	62.6	95.3	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
Disability Status										
Disabled	75	100	76.1	19.7	4.2	23.9	19.3	26.1	93.2	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.3	61.2	95.3	95.5
Socio-Economic Status										
Subsided meals	382	99.7	42.7	40.3	17	57.3	54.3	58.9	93.7	95.5

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	100	44.9	37.9	17.2	55.1
	8	211	100	40.5	45.5	14	59.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	100	52.4	35.7	11.9	47.6
	8	211	100	44.5	41	14.5	55.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	99.6	53.2	34.2	12.6	46.8
	8	104	99	42.9	51	6.1	57.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	99.6	61	24.2	14.7	39
	8	107	99.1	44.6	46.5	8.9	55.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	39	42.1	18.9	61
	8	210	100	40.6	40.1	19.3	59.4

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