

ALLENDALE-FAIRFAX MIDDLE

3305 Allendale-Fairfax
Fairfax, SC 29827

Grades	6-8 Middle School	
Enrollment	310 Students	
Principal	Brian Newsome	803-584-3489
Superintendent	Terrance Alridge, PhD., interim 803-584-4603	
Board Chair	Mrs. Alexis Zeidan	803-584-2530

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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

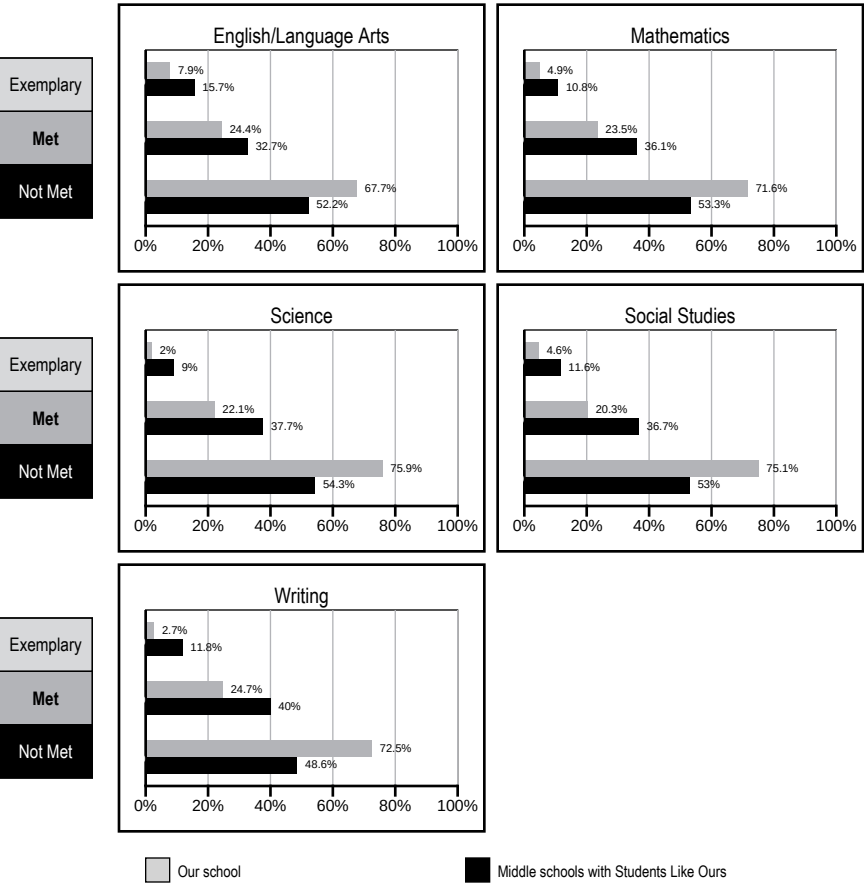
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	25	22

* Ratings are calculated with data available by 03/09/2011.

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	94.7%	88.5%
English 1	93.8%	90.4%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	94.3%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=310)				
Students enrolled in high school credit courses (grades 7 & 8)	18.4%	Down from 19.7%	13.6%	24.2%
Retention rate	0.3%	Down from 2.8%	1.1%	0.7%
Attendance rate	95.9%	Up from 95.7%	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	5.1%	16.4%
With disabilities other than speech	9.3%	Up from 8.2%	14.7%	12.0%
Older than usual for grade	7.1%	Down from 11.4%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	37.5%	Down from 60.0%	57.1%	58.5%
Continuing contract teachers	29.2%	Down from 40.0%	64.3%	80.0%
Teachers with emergency or provisional certificates	21.4%	Down from 41.2%	11.4%	4.0%
Teachers returning from previous year	66.0%	Down from 76.0%	76.7%	84.6%
Teacher attendance rate	N/R	N/R	95.4%	95.4%
Average teacher salary*	\$37,905	Down 7.3%	\$44,914	\$46,561
Professional development days/teacher	14.0 days	No Change	10.5 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 23.2 to 1	16.3 to 1	21.1 to 1
Prime instructional time	N/R	N/R	89.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 96.5%	97.4%	98.1%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil**	\$9,454	Up 11.7%	\$10,687	\$7,802
Percent of expenditures for instruction**	65.3%	Up from 54.4%	60.3%	63.8%
Percent of expenditures for teacher salaries**	43.3%	Down from 50.8%	55.5%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In the past year, the professionals at Allendale-Fairfax Middle School have spearheaded several initiatives aimed at increasing student achievement. Teachers were trained to work together using a proven, effective curriculum, additional teachers were hired to reduce class size, and an online-based lesson plan format was adopted to allow teachers to submit and share resources. Additionally, a separate Literacy and MAP period was added to the everyday schedule to increase proficiency in the areas of English and Math.

We have seen growth among our students in ELA and MATH with our MAP benchmarks, and we are hopeful our PASS results will also reflect this increase as well. However, we know that more is needed. We will continue to train our teachers to become proficient with technology in our schools and utilizing the Promethean boards in the classrooms to increase student achievement. We have also seen wonderful results with student transition with our Speed Sweep program, and this program has greatly reduced student tardiness at our school.

We are so fortunate to work with a supportive community and terrific students. Our combined efforts are creating a caring school environment that promotes high student achievement. We have made some great gains this year, which includes reaching 100% of our strategies on our Focus School Renewal Plan, but we have a lot of work ahead of us. With the continued support of parents and community, we will continue to have a learning environment that enables all students to reach their goals!

Shantell Miller, School Improvement Council
Brian Newsome, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	25	77	29
Percent satisfied with learning environment	68.0%	55.8%	66.7%
Percent satisfied with social and physical environment	80.0%	60.8%	55.6%
Percent satisfied with school-home relations	44.0%	72.4%	61.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 7 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 R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.2%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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	300	99.7	70.1	22.6	7.3	41.7	53.5	83.5	No	Yes
Gender										
Male	161	99.4	74.8	19.2	6	37.1	48.7	80.1	N/A	N/A
Female	139	100	65	26.3	8.8	46.7	59.3	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	81.8	89.6	I/S	I/S
African American	285	100	71	21.7	7.2	40.9	52.5	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	30	100	79.3	13.8	6.9	27.6	30.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	99.6	71.2	22.5	6.3	41.3	52.9	76.9	No	Yes

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

All Students	300	99.7	72.5	23.7	3.8	41.5	46.4	80.4	No	Yes
Gender										
Male	161	99.4	73.3	22.7	4	39.3	44.3	78.4	N/A	N/A
Female	139	100	71.5	24.8	3.6	43.8	49	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	72.7	87.8	I/S	I/S
African American	285	99.7	72.7	23.6	3.6	40.7	45.8	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	52.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	30	100	N/A	N/A	N/A	17.2	24.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	99.6	74.4	22.2	3.3	39.6	45	72.8	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
Science								
All Students	205	100	75.5	22.5	2	24.5	25.3	67.3
Gender								
Male	117	100	71.7	25.7	2.7	28.3	27.2	66.9
Female	88	100	80.5	18.4	1.1	19.5	22.7	67.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6
African American	195	100	76.4	21.5	2.1	23.6	24	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	23.5	19.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.5	58.6
Socio-Economic Status								
Subsidized meals	194	100	75.9	22.5	1.6	24.1	24.9	55.4

Social Studies

All Students	207	99	75	20.4	4.6	25	29.5	70.9
Gender								
Male	105	98.1	82.3	13.5	4.2	17.7	27.2	70.1
Female	102	100	68	27	5	32	32	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	I/S	79.2
African American	192	99.5	76.6	18.5	4.9	23.4	28.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	36.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	14.3	13	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	191	99	76.5	19.7	3.8	23.5	28	60.8

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	305	98.4	72.2	25	2.8	27.8	34.5	72.1	95.9	95.4
Gender										
Male	164	97	79.9	19.5	0.7	20.1	27.5	65.2	95.6	95.4
Female	141	100	64	30.9	5	36	42.9	79.2	96.2	95.4
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	54.5	80.8	93.1	94.2
African American	290	98.6	72.8	24.6	2.5	27.2	34	59.7	95.9	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	89.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	40	64.6	97.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	96.8
Disability Status										
Disabled	31	96.8	N/AV	N/AV	N/AV	13.8	8.1	27.7	96.3	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	83.9
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	27.3	63.7	97.3	95.8
Socio-Economic Status										
Subsidized meals	284	98.2	72.3	24.7	3	27.7	34.2	61.9	95.8	95.3

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	120	100	65.1	29.4	5.5	34.9
	7	110	100	61	31	8	39
	8	88	100	55.7	34.2	10.1	44.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	99	100	68.8	24.7	6.5	31.2
	7	112	99.1	73.4	19.3	7.3	26.6
	8	89	100	67.4	24.4	8.1	32.6
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	120	99.2	72.5	24.8	2.8	27.5
	7	110	100	64	31	5	36
	8	88	100	62	27.8	10.1	38
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	99	100	61.3	35.5	3.2	38.7
	7	112	100	81.7	17.4	0.9	18.3
	8	89	98.9	72.9	18.8	8.2	27.1
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	61	98.4	N/AV	N/AV	N/AV	16.1
	7	110	100	N/AV	N/AV	N/AV	30
	8	44	100	62.8	30.2	7	37.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	49	100	N/A	N/A	N/A	14.6
	7	112	100	75.2	23.9	0.9	24.8
	8	44	100	65.1	27.9	7	34.9

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
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	58	100	50.9	47.2	1.9	49.1
	7	110	100	N/AV	N/AV	N/AV	20
	8	44	100	72.2	25	2.8	27.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	62.2	33.3	4.4	37.8
	7	112	99.1	83.5	11.9	4.6	16.5
	8	45	97.8	66.7	28.6	4.8	33.3
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	118	99.2	69.4	25.9	4.6	30.6
	7	110	99.1	61.8	34.3	3.9	38.2
	8	88	98.9	64.2	29.6	6.2	35.8
2010	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	101	99	71	25.8	3.2	29
	7	114	98.3	74.5	22.7	2.7	25.5
	8	90	97.8	70.6	27.1	2.4	29.4

Abbreviations for Missing Data

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