



ALLENDALE-FAIRFAX MIDDLE

3305 Allendale-Fairfax
Fairfax, SC 29827

Grades	6-8 Middle School	
Enrollment	303 Students	
Principal	Terry Fludd	803-584-3489
Superintendent	Dr. Harold McClain	803-584-4603
Board Chair	Mr. Willie Priester	803-584-3627

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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 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>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

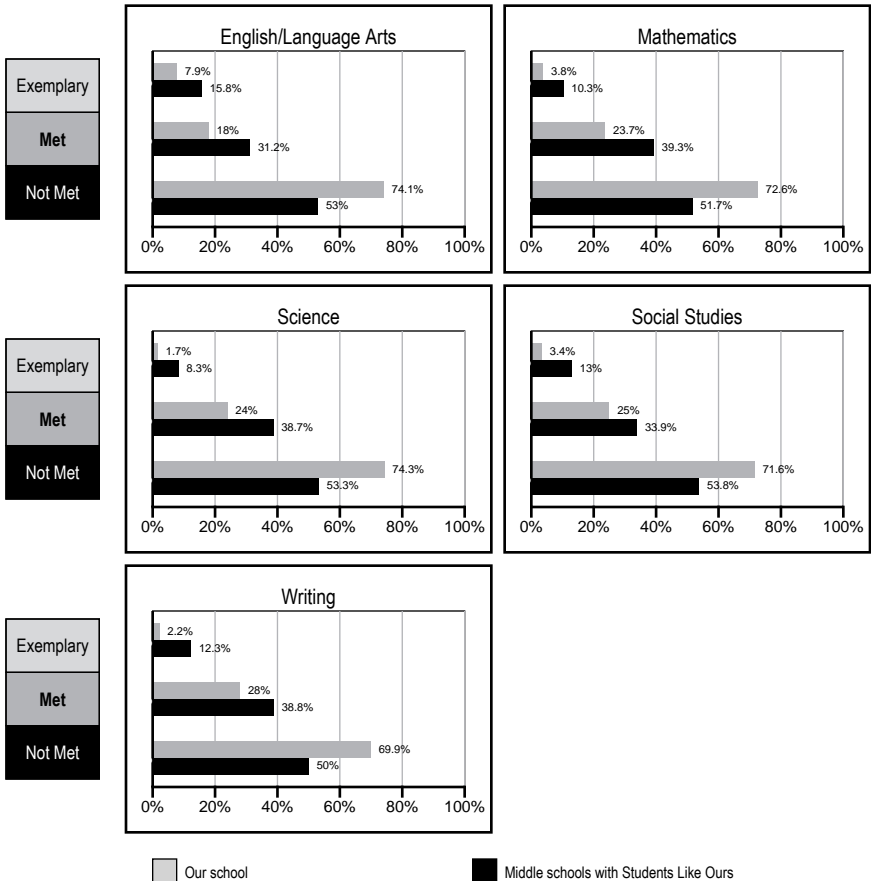
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

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

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	43.5%	88.3%
English 1	69.2%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	57.1%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=303)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Down from 18.4%	13.6%	24.5%
Retention rate	2.5%	Up from 0.3%	1.0%	0.7%
Attendance rate	93.7%	Down from 95.9%	95.4%	95.9%
Served by gifted and talented program	0.0%	No Change	5.4%	17.8%
With disabilities other than speech	5.2%	Down from 9.3%	11.2%	9.2%
Older than usual for grade	7.2%	Up from 7.1%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	37.5%	No Change	59.5%	60.0%
Continuing contract teachers	33.3%	Up from 29.2%	69.0%	82.6%
Teachers returning from previous year	64.9%	Down from 66.0%	76.4%	85.6%
Teacher attendance rate	94.3%	N/R	95.4%	95.3%
Average teacher salary*	\$35,068	Down 7.5%	\$44,040	\$46,300
Professional development days/teacher	5.8 days	Down from 14.0 days	10.2 days	9.9 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 20.1 to 1	17.9 to 1	21.5 to 1
Prime instructional time	86.7%	N/R	89.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	93.1%	Down from 97.4%	97.9%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,402	Down 11.1%	\$10,504	\$7,634
Percent of expenditures for instruction**	60.0%	Down from 65.3%	59.8%	64.0%
Percent of expenditures for teacher salaries**	55.8%	Up from 43.3%	55.7%	61.2%

* 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 2010-2011 academic school year, the Success for All (SFA), Powermath, and Pearson Learning Teams (PLT) initiatives were implemented. The SFA Program is a standards-based Comprehensive School Reform curriculum and was incorporated in effort to improve student reading comprehension. The Powermath program is an extension of SFA which allows students to work in cooperative groups in math class and offers teachers strategies to enhance learning and improve classroom management techniques. The PLT framework was to guide teacher collaboration efforts and build leadership capacity of administrators and teacher leaders to increase student achievement. The Positive Behavioral Interventions and Supports (PBIS) Program continues to support improvement in student behavior by creating a school climate that is effective, efficient, relevant, and supportive to all students.

The use of technology remains a key factor in the delivery of instruction and providing interventions to address the needs of all students. SuccessMaker, a computer-based program aimed to improve comprehension and math skills, continues to provide additional remediation. Technology has also provided a more efficient means to communicate with community, parents, and students through the use of school messenger and the new powerschool parent portal. The continued use of Promethean boards has allowed our teachers to offer interactive lessons and has improved student engagement.

Professional development activities were focused on the new SFA transformation model, classroom management, and motivating low-performing students. SFA point coaches visited monthly to provide teachers with training, instructional coaching, and feedback on the implementation of the SFA program. Mr. Stephen Peters, author of "Do You Know Enough About Me to Teach Me?" came in to provide a session on establishing meaningful relationships and understanding today's youth.

The students here at Allendale-Fairfax Middle School are eager to learn and will always strive for excellence. The AFMS Team continues to move toward an environment that will establish and maintain the highest level of student achievement. This year we are proud of the following accomplishments: 1) one of our eight grade students made it to the Scripps National Spelling Bee in Washington, DC, 2) 17 students placed in the State Math Fest to go onto Regionals in Atlanta, GA, 3) two students were recognized at the CSRA Regional Science Fair. The support of parents and community is strongly encourages and greatly appreciated, as we continue to have a learning environment that enables all students to reach their goals!

Penni Preacher, School Improvement Council
 Terry M. Fludd, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	76	38
Percent satisfied with learning environment	66.7%	47.4%	67.6%
Percent satisfied with social and physical environment	58.3%	59.2%	59.5%
Percent satisfied with school-home relations	25.0%	77.6%	75.0%

* 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 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	12.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No
Student attendance rate	93.7%	94.0%**	No

* 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 = 79.4% (Met or Exemplary)

All Students	278	99.3	74.1	18	7.9	36.8	52.8	82.4	No	Yes
Gender										
Male	158	99.4	80.8	11.9	7.3	31.8	45.8	78.7	N/A	N/A
Female	120	99.2	65.2	26.1	8.7	43.5	61.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	81.8	88.9	I/S	I/S
African American	265	99.3	74.7	17.8	7.5	36.4	52.2	72.9	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	9	I/S	I/S	I/S	I/S	I/S	53.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	21	95.2	N/AV	N/AV	N/AV	21.1	23.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	46.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	99.6	74.3	18.2	7.5	36.4	52.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	278	99.3	72.6	23.7	3.8	41	49.3	81.9	No	Yes
Gender										
Male	158	99.4	72.8	23.2	4	39.7	45.8	79.9	N/A	N/A
Female	120	99.2	72.2	24.3	3.5	42.6	53.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	54.5	88.9	I/S	I/S
African American	265	99.3	73.1	23.3	3.6	40.3	48.7	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	21	95.2	N/AV	N/AV	N/AV	21.1	22.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	262	99.6	72.7	23.3	4	40.3	48.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	182	99.5	74.1	24.1	1.7	25.9	24.5	68.6
Gender								
Male	102	99	79.4	19.6	1	20.6	21.6	68.3
Female	80	100	67.5	29.9	2.6	32.5	28.5	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	176	100	73.4	24.9	1.8	26.6	24.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	14.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	171	99.4	75	23.2	1.8	25	23.5	57.3
Social Studies								
All Students	181	100	71.6	25	3.4	28.4	37.4	72.5
Gender								
Male	103	100	71	25	4	29	34.1	72
Female	78	100	72.4	25	2.6	27.6	41.5	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	81
African American	173	100	72	24.4	3.6	28	37.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	45.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	17.6	15	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	171	100	71.3	25.7	3	28.7	36.1	62.9

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 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	95	99	69.6	28.3	2.2	30.4	48.8	73.2	93.7	95
Gender										
Male	54	100	81.1	17	1.9	18.9	41.5	67.2	93.1	94.8
Female	41	97.6	53.8	43.6	2.6	46.2	58.6	79.4	94.5	95.2
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81.5	90.8	93.1
African American	88	100	69.8	29.1	1.2	30.2	48.7	61.3	94	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	95.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	66.7	88.5	92.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	97
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	15.8	26	96.3	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	65.7	88.3	92.4
Socio-Economic Status										
Subsidized meals	87	98.9	70.6	28.2	1.2	29.4	48.2	63.2	93.7	95

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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							
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
2011	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	98	100	68.1	23.1	8.8	31.9
	7	87	100	82.4	10.6	7.1	17.6
	8	93	97.9	72.2	20	7.8	27.8
Mathematics							
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
2011	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	98	100	61.5	29.7	8.8	38.5
	7	87	100	75.3	23.5	1.2	24.7
	8	93	97.9	81.1	17.8	1.1	18.9
Science							
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
2011	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	49	100	73.3	22.2	4.4	26.7
	7	87	100	N/AV	N/AV	N/AV	30.6
	8	46	97.8	84.1	13.6	2.3	15.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	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	49	100	56.5	39.1	4.3	43.5
	7	87	100	78.8	20	1.2	21.2
	8	45	100	73.3	20	6.7	26.7
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	95	99	69.6	28.3	2.2	30.4

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