



Alcorn Middle

5125 Fairfield Road
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	390 Students	
Principal	Baron Davis	803-735-3439
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	Below Average
2004	At-Risk	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

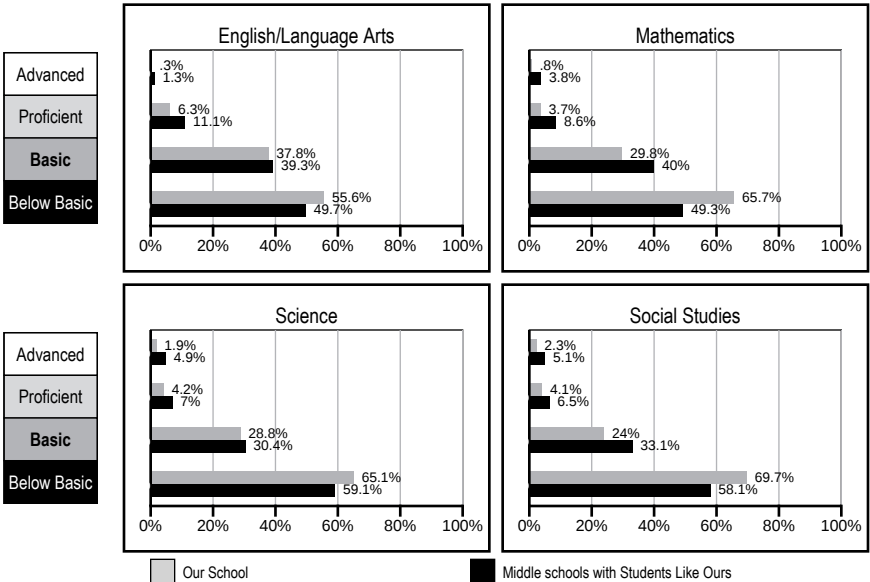
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	51

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	84.2
English 1	0	81.4
Physical Science	0	37.9
All Subjects	43.5	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=390)				
Students enrolled in high school credit courses (grades 7 & 8)	35.2%	Down from 43.3%	11.3%	19.4%
Retention rate	3.4%	Up from 1.5%	3.4%	1.8%
Attendance rate	93.3%	Down from 93.5%	95.1%	95.8%
Eligible for gifted and talented	8.0%	Up from 7.6%	4.7%	15.3%
With disabilities other than speech	12.3%	Up from 10.5%	13.5%	12.9%
Older than usual for grade	3.8%	Down from 4.4%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.1%	Up from 0.4%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 43.9%	54.3%	55.0%
Continuing contract teachers	60.5%	Up from 53.7%	54.5%	70.6%
Teachers with emergency or provisional certificates	19.4%	Down from 25.0%	19.1%	5.4%
Teachers returning from previous year	71.8%	Down from 79.9%	76.4%	83.4%
Teacher attendance rate	94.8%	Up from 93.7%	94.8%	94.9%
Average teacher salary	\$48,022	Up 8.1%	\$43,090	\$44,706
Professional development days/teacher	15.7 days	No Change	12.8 days	11.8 days
School				
Principal's years at school	0.5	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 13.1 to 1	15.8 to 1	20.1 to 1
Prime instructional time	85.0%	Down from 85.4%	88.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.9%	Up from 68.8%	96.0%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$9,032	Down 5.4%	\$9,032	\$7,097
Percent of expenditures for instruction*	66.0%	Down from 66.5%	62.4%	64.4%
Percent of expenditures for teacher salaries*	61.1%	Up from 58.0%	54.7%	59.4%

* 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

The faculty, staff, students, and parents of Alcorn Middle School had a difficult year. The school suffered the loss of several staff members, including the principal. In spite of these tragic events, the Alcorn family persevered and successfully completed our highest priorities including:) the administration of the PACT, End-of-Course Exams in Algebra I, and final exams; the student activities calendar; and 2008 – 2009 student registration (including rising 6th graders) and master schedule.

The 2007 – 2008 was the first year our school was under state review because of the lack of expected academic progress for three consecutive years. The school along with the district formulated and implemented a state-approved plan titled A+ Schools Project for immediate and continuous improvement.

As part of the A+ Schools Project, the district and state earmarked additional resources and support. District support included, but was not limited to, priority staff; extended school days; extended school year; additional contract time for teacher training; student support teams to provide one-on-one and small group tutoring; new materials and strategies that focus on reading and writing achievement; a computer loan program; a positive behavior instructional system; an incentive program for student achievement, behavior, and attendance; and a full-time parent/community liaison.

While the data from the implementation of strategies for school improvement have not yet been completely captured for analysis, the Alcorn family remains committed, despite the recent hardships, to continue efforts to increase student achievement, to recruit and retain highly-qualified teachers and staff, to offer faculty and staff professional development experiences that will improve their performance, to increase parental involvement, and to initiate and enhance community partnerships.

Dr. Carlos L. Smith, Principal (Interim) Ms. Tammie Samuel, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	96	53
Percent satisfied with learning environment	51.3%	60.0%	53.8%
Percent satisfied with social and physical environment	46.2%	59.6%	59.2%
Percent satisfied with school-home relations	23.7%	72.3%	64.7%

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

School Adequate Yearly Progress

NO

This school met 8 out of 17 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.2%	0.0%	No
Student attendance rate	93.3%	94.0%	No

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	378	98.2	55.1	38.3	6.3	0.3	14.2	41.2	48.2	No	Yes
Gender											
Male	194	97.9	63.1	31.9	4.4	0.6	10.6	35	41.7	N/A	N/A
Female	184	98.4	46.8	44.9	8.3	0	17.9	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	343	98.5	55.7	37.6	6.3	0.3	14.6	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	30	93.3	48	44	8	0	8	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	52	96.2	95	5	0	0	0	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	25	92	55	40	5	0	5	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	331	98.5	56.2	37.4	6	0.4	14.2	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	378	98.4	61.6	33.6	3.8	0.9	9.7	34.9	45.8	No	Yes
Gender											
Male	194	97.9	63.4	31.1	4.3	1.2	11.8	33.8	45.6	N/A	N/A
Female	184	98.9	59.9	36.3	3.2	0.6	7.6	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	343	98.8	63.5	31.9	3.5	1	9.4	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	30	96.7	50	46.2	3.8	0	7.7	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	52	96.2	95.1	4.9	0	0	0	12.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	25	96	47.6	52.4	0	0	4.8	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	331	98.8	64	31.8	3.2	1.1	9.2	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	255	99.2	64.9	28.9	4.3	1.9	6.2	25.3	35.7	93.3	96.1
Gender											
Male	127	98.4	70.5	24.8	2.9	1.9	4.8	26	37.4	92.8	95.8
Female	128	100	59.4	33	5.7	1.9	7.5	24.6	33.8	93.9	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	86.2	96.3
African American	227	99.1	63.6	29.9	4.8	1.6	6.4	16.4	17	93.3	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	24	100	76.2	19	0	4.8	4.8	25.7	24.9	94.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	31	100	100	0	0	0	0	8.9	14	92.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	20	100	76.5	17.6	0	5.9	5.9	25.2	24.4	94.8	96.7
Socio-Economic Status											
Subsided meals	226	99.1	66.1	27.5	4.2	2.1	6.3	15.1	21.1	93.6	95.8

Social Studies

All Students	259	96.9	69	24.5	4.2	2.3	6.5	27.2	34	93.3	96.1
Gender											
Male	137	94.9	67	25	4.5	3.6	8	28.1	36.6	92.8	95.8
Female	122	99.2	71.2	24	3.8	1	4.8	26.2	31.3	93.9	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	86.2	96.3
African American	235	97	69.9	23.5	4.1	2.6	6.6	18.2	19.1	93.3	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	21	95.2	70.6	23.5	5.9	0	5.9	33.3	27.5	94.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	38	94.7	96.8	0	3.2	0	3.2	9.7	14.4	92.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	20	95	68.8	25	6.3	0	6.3	36.4	27.3	94.8	96.7
Socio-Economic Status											
Subsided meals	225	96.9	70.4	24.9	3.2	1.6	4.8	16.8	21	93.6	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	154	96.1	52	40.8	7.2	0	7.2
	7	144	100	57.5	33.3	8.3	0.8	9.2
	8	146	98.6	55.7	43.5	0.9	0	0.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	105	97.1	54.3	40.2	5.4	0	5.4
	7	139	97.8	60.4	35.1	4.5	0	4.5
	8	134	99.3	50.4	39.8	8.8	0.9	9.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	154	98.1	51.2	37.8	11	0	11
	7	144	99.3	57.1	33.6	5	4.2	9.2
	8	145	96.6	69.6	29.6	0.9	0	0.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	105	96.2	69.6	23.9	4.3	2.2	6.5
	7	139	98.6	53.6	42.9	2.7	0.9	3.6
	8	134	100	63.2	32.5	4.4	0	4.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	78	93.6	77.8	15.9	4.8	1.6	6.3
	7	144	94.4	68.4	21.1	6.1	4.4	10.5
	8	73	93.2	64.8	35.2	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	54	100	77.1	18.8	2.1	2.1	4.2
	7	138	99.3	57.1	36.6	3.6	2.7	6.3
	8	63	98.4	70.6	21.6	7.8	0	7.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	76	94.7	57.8	40.6	0	1.6	1.6
	7	144	95.8	73	19.1	4.3	3.5	7.8
	8	72	100	66.7	33.3	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	49	98	48.9	31.1	13.3	6.7	20
	7	139	97.8	77.5	18.9	1.8	1.8	3.6
	8	71	94.4	68.3	30	1.7	0	1.7

Abbreviations for Missing Data

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