



ALICE BIRNEY MIDDLE

7749 Pinehurst Street
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	700 Students	
Principal	Carol Beckmann-Bartlett	843-764-2212
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

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	Below Average	Below Average
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

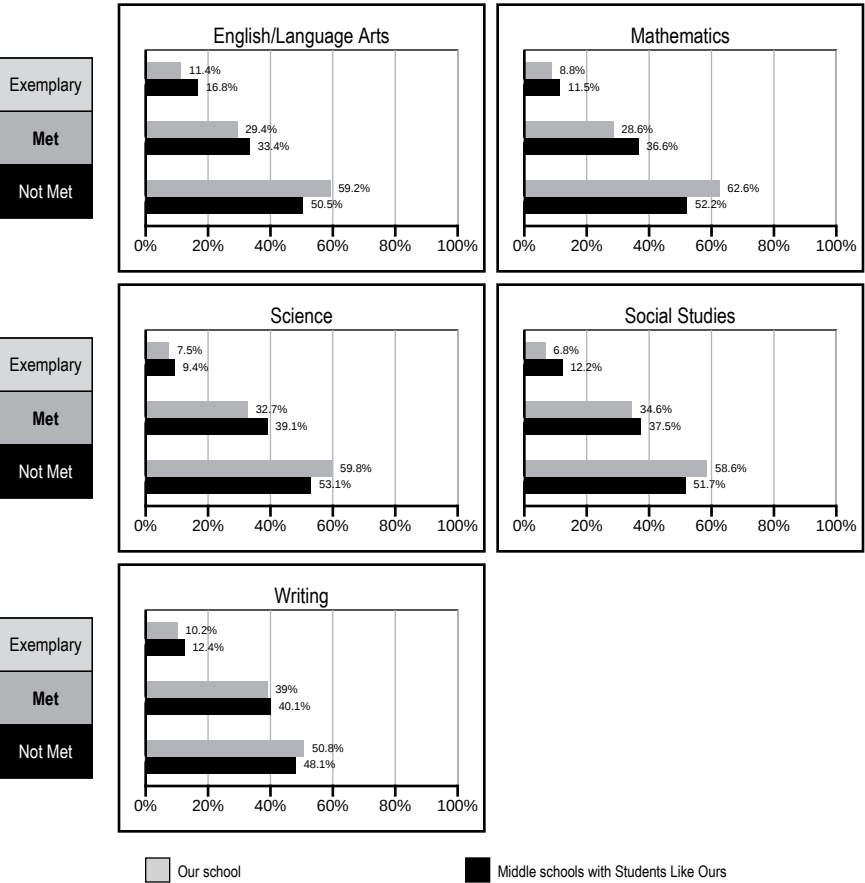
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	33	25

* 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	100.0%	88.5%
English 1	N/A	86.2%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	86.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=700)				
Students enrolled in high school credit courses (grades 7 & 8)	56.0%	Down from 96.6%	13.7%	24.2%
Retention rate	0.3%	Down from 2.9%	1.0%	0.7%
Attendance rate	93.3%	Down from 94.1%	95.4%	95.9%
Eligible for gifted and talented	6.9%	Up from 5.9%	5.7%	16.4%
With disabilities other than speech	12.1%	Up from 11.4%	14.4%	12.0%
Older than usual for grade	4.9%	Up from 4.2%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	25.4%	Down from 28.2%	0.3%	0.5%
Annual dropout rate	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	49.0%	Down from 60.0%	57.6%	58.5%
Continuing contract teachers	52.9%	Down from 68.9%	67.6%	80.0%
Teachers with emergency or provisional certificates	11.4%	Up from 2.9%	11.1%	4.0%
Teachers returning from previous year	77.7%	Down from 80.0%	78.0%	84.6%
Teacher attendance rate	97.3%	Up from 95.4%	95.5%	95.4%
Average teacher salary*	\$40,700	Down 2.1%	\$44,664	\$46,561
Professional development days/teacher	14.9 days	Up from 14.5 days	10.5 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 18.1 to 1	17.6 to 1	21.1 to 1
Prime instructional time	89.4%	Up from 88.4%	89.8%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	98.1%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,673	Up 3.2%	\$10,056	\$7,802
Percent of expenditures for instruction**	64.2%	Up from 61.7%	60.4%	63.8%
Percent of expenditures for teacher salaries**	55.5%	Down from 56.8%	55.9%	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

The 2009-2010 school year has been one of continued implementation of programs designed to strengthen our curriculum while promoting the academic and social success of our students.

As a school, we have continued to focus on literacy and building the vocabulary levels of our students. For our students who continue to struggle with reading and math, we have placed them in intervention classes designed to target those areas of academic concern. Our students have also benefitted from Curriculum Acceleration Time (CAT), which gives students additional learning time. In addition to CAT, our students were also given the opportunity to attend afterschool tutoring on Tuesdays and Thursdays. As a PBIS School, students who consistently demonstrated excellence were honored with SUCCESS Awards, DARE Credits, and other recognitions throughout the year, such as SOAR Parties.

This year we continued to have students participate in our CLASSY LADIES and ARMS leadership programs. Both of these clubs, along with Student Council, focused on service to the community while building personal success skills. In addition to leadership programs, we also had a number of students participate in Louie's Fit Club and the Boys and Girls Club of America. Many of our students also participated in a collaborative effort with Communities in Schools in the tri-county youth service day. Students this year additionally participated in football, track, basketball, and soccer.

In preparation for the 2010-2011 school year, our school has opted to become a Heath, Fitness, and Leadership focused school for North Area middle school students. This transformation will not change our focus on teaching the state standards in every content area or our commitment to improving literacy for every child but will change some of our strategies for success. Our new program will focus on movement in classrooms, action-based learning labs, expanded health and fitness opportunities, and instruction in leadership and team work. We are very excited about the new educational experiences that will be available to our students next year!

Alice Birney continues to make decisions that we believe will promote our school to a "Met Standard" school within the next three years. This year we improved our AYP compliance rating by 37%. We have great confidence that our students are capable of achieving at high academic levels if provided with the tools and time necessary for success. We are committed to making our vision of student success a reality. Go THUNDERBIRDS!

Carol Beckmann-Bartlett, Principal
Tamara Johnson, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	36	190	68
Percent satisfied with learning environment	80.6%	64.2%	75.8%
Percent satisfied with social and physical environment	75.0%	73.1%	69.2%
Percent satisfied with school-home relations	33.3%	78.9%	71.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 16 out of 29 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.7%	0.0%	No
Student attendance rate	93.3%	94.0%*	No

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

All Students	691	100	59	29.4	11.6	56	85	83.5	No	Yes
Gender										
Male	381	100	65.9	24.4	9.7	48.5	81.6	80.1	N/A	N/A
Female	310	100	50.4	35.7	14	65.4	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	75	100	41.2	25	33.8	70.6	95.3	89.6	Yes	Yes
African American	495	100	60.9	32.1	7	54.8	75.2	74.6	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	108	100	65.2	20.7	14.1	48.9	80.1	79.6	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	86	100	79.2	18.1	2.8	29.2	49	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	101	100	65.3	21.1	13.7	49.5	80.2	79	No	Yes
Socio-Economic Status										
Subsidized meals	625	100	61.2	28.7	10.1	53.8	76.4	76.9	No	Yes

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

All Students	690	100	65.1	30.3	4.6	51.1	81	80.4	No	Yes
Gender										
Male	380	100	67.8	27.4	4.7	48.1	78.9	78.4	N/A	N/A
Female	310	100	61.8	33.8	4.4	54.8	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	75	100	47.1	38.2	14.7	70.6	94.5	87.8	Yes	Yes
African American	494	100	69.4	27.9	2.7	46.9	68	69.3	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	108	100	60.9	33.7	5.4	55.4	77.2	78.3	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	86	100	80.6	18.1	1.4	37.5	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	101	100	60	34.7	5.3	55.8	77.6	78.9	No	Yes
Socio-Economic Status										
Subsidized meals	624	100	66.9	28.8	4.3	49.2	70.2	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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	430	99.8	59.3	33	7.7	40.7	67.4	67.3
Gender								
Male	236	99.6	62.5	28.4	9.1	37.5	66.2	66.9
Female	194	100	55.4	38.7	6	44.6	68.5	67.7
Racial/Ethnic Group								
White	45	100	41.9	41.9	16.3	58.1	89	79.6
African American	308	99.7	62.8	32	5.2	37.2	46.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	66	100	60	30.9	9.1	40	58.7	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	53	98.1	86	9.3	4.7	14	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	64	100	58.6	32.8	8.6	41.4	58.2	58.6
Socio-Economic Status								
Subsidized meals	388	99.7	62.1	30.8	7.1	37.9	49.3	55.4

Social Studies

All Students	442	99.6	58.5	34.7	6.7	41.5	73.8	70.9
Gender								
Male	235	99.2	59.1	33	7.9	40.9	72.3	70.1
Female	207	100	57.9	36.6	5.5	42.1	75.3	71.7
Racial/Ethnic Group								
White	49	100	39.5	39.5	20.9	60.5	90.1	79.2
African American	313	99.4	63.6	32.7	3.6	36.4	58.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	75	100	52.3	38.5	9.2	47.7	66.6	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	59	96.6	83	14.9	2.1	17	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	70	100	51.5	39.4	9.1	48.5	66.7	68
Socio-Economic Status								
Subsidized meals	404	99.8	60.1	34.3	5.6	39.9	60.2	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	696	98.1	50.4	39.3	10.3	49.6	75	72.1	93.3	95.7
Gender										
Male	384	96.9	60.2	33.8	5.9	39.8	69.1	65.2	92.7	95.5
Female	312	99.7	38.4	46	15.6	61.6	81	79.2	93.9	95.8
Racial/Ethnic Group										
White	81	97.5	36.6	40.8	22.5	63.4	91	80.8	91.9	95.8
African American	496	98.4	53.1	39.5	7.5	46.9	60.2	59.7	93	95.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	87	96.3	97
Hispanic	109	97.3	51.6	36.3	12.1	48.4	63.7	64.6	95.2	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	90.5	95.6
Disability Status										
Disabled	87	89.7	N/AV	N/AV	N/AV	13.8	28.4	27.7	92.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	102	98	51.1	36.2	12.8	48.9	63.5	63.7	95.4	96.3
Socio-Economic Status										
Subsidized meals	620	98.7	52.4	39.1	8.5	47.6	61.1	61.9	93.2	95.2

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
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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	203	100	51.6	36.8	11.5	48.4
	7	197	100	45.2	38.7	16.1	54.8
	8	203	99	52.5	39.7	7.8	47.5
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	278	100	60.5	32	7.5	39.5
	7	182	100	57.9	29.6	12.5	42.1
	8	231	100	58	26.1	15.9	42

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	203	100	44.5	44.5	11	55.5
	7	197	100	45.8	43.5	10.7	54.2
	8	202	99.5	62.6	31.3	6.1	37.4
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	278	100	58.5	35.6	5.9	41.5
	7	181	100	72.2	25.2	2.6	27.8
	8	231	100	68.1	27.5	4.3	31.9

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	103	97.1	61.8	30.3	7.9	38.2
	7	197	100	40.2	49.7	10.1	59.8
	8	98	100	75.6	19.8	4.7	24.4
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	139	99.3	72.8	25.6	1.6	27.2
	7	180	100	50.3	41.7	7.9	49.7
	8	111	100	56	29	15	44

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	102	99	36.3	57.1	6.6	63.7
	7	196	99	55.1	27.5	17.4	44.9
	8	103	100	40.9	48.4	10.8	59.1
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	140	98.6	46.8	46.8	6.3	53.2
	7	181	100	72.4	21.7	5.9	27.6
	8	121	100	52.8	38.9	8.3	47.2
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	198	99	44.4	40.6	15	55.6
	7	194	98.5	45.3	37.6	17.1	54.7
	8	206	98.5	45.5	43.4	11.1	54.5
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	276	98.6	53.4	37.1	9.6	46.6
	7	186	96.8	50.6	42.2	7.1	49.4
	8	234	98.7	46.6	39.9	13.5	53.4

Abbreviations for Missing Data

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