

ALSTON MIDDLE

500 Bryan Street
Summerville, South

Grades	6-8 Middle School	
Enrollment	869 Students	
Principal	Sam Clark	843-873-3890
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

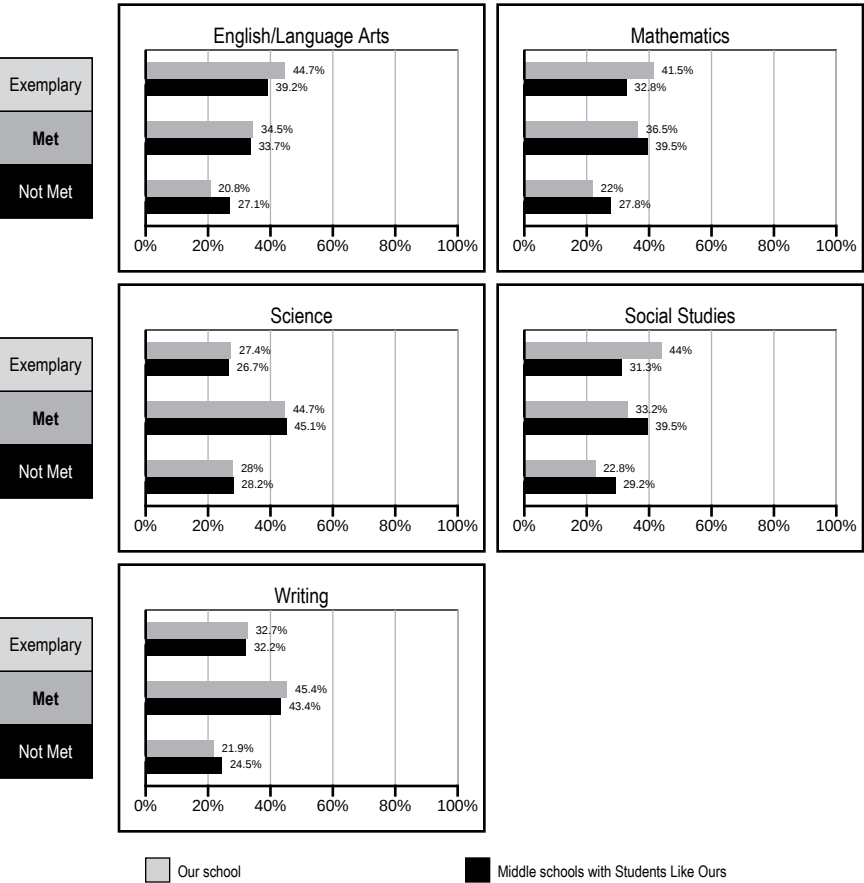
95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	29	0	1

* 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%	96.9%
English 1	98.6%	95.8%
Physical Science	N/A	25.9%
US History and the Constitution	N/A	N/A
All Subjects	99.2%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=869)				
Students enrolled in high school credit courses (grades 7 & 8)	51.7%	Up from 25.4%	35.1%	24.2%
Retention rate	1.3%	Down from 3.4%	0.7%	0.7%
Attendance rate	95.5%	Up from 95.3%	95.9%	95.9%
Eligible for gifted and talented	15.9%	Up from 15.3%	19.8%	16.4%
With disabilities other than speech	11.5%	Down from 12.1%	11.8%	12.0%
Older than usual for grade	2.2%	Down from 3.4%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 6.9%	1.0%	0.5%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	58.9%	Up from 51.7%	59.2%	58.5%
Continuing contract teachers	85.7%	Up from 63.3%	82.9%	80.0%
Teachers with emergency or provisional certificates	3.8%	Down from 5.6%	4.1%	4.0%
Teachers returning from previous year	75.8%	Up from 67.3%	85.6%	84.6%
Teacher attendance rate	93.7%	Down from 93.9%	95.6%	95.4%
Average teacher salary*	\$44,208	Up 0.6%	\$47,145	\$46,561
Professional development days/teacher	8.4 days	Down from 8.7 days	10.1 days	10.2 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.9 to 1	22.1 to 1	21.1 to 1
Prime instructional time	87.5%	Down from 87.6%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Up from 96.4%	98.6%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,220	Down 2.9%	\$7,217	\$7,802
Percent of expenditures for instruction**	61.0%	Up from 59.0%	64.3%	63.8%
Percent of expenditures for teacher salaries**	58.0%	Up from 53.3%	60.4%	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

Alston Middle School proudly serves more than 860 students with a teaching staff of 61 fully certified teachers. The mission of Alston Middle School is to provide every student with the skills necessary to become productive citizens. The pursuit of that mission is supported by outstanding parental and community involvement.

Our staff is focused on academic excellence and continuous improvement for every student. This year, our students participated in periodic, standards-based “benchmark” assessments in math, language arts, science, and social studies that provided data on each student’s academic growth. The data from these assessments gave teachers information on skills that helped them challenge each student. Alston’s parents are involved in a wide variety of activities that support our students such as volunteering, being a part of PTSA, School Improvement Council, or coaching athletic teams.

Alston’s students continue to excel in academics, the arts, and athletics. Our academic teams compete in regional and state competitions such as Quest and Math Counts. An Alston 8th grader was the runner-up in the Lowcountry Math Counts, and another 8th grader was the runner–up in the Post and Courier’s Spelling Bee. This year we had our first Robotics Team. An increasing number of Alston students take the PSAT and are recognized as “Duke Tip Scholars.” Ten band students qualified for “All Region Band.” Twenty-two of our orchestra students received Superior or Excellent at the state level. Chorus, theater arts, and visual arts students collaborated in producing “Willy Wonka and the Chocolate Factory.” A 7th grade student was the state’s “Entrepreneur of the Year.” The Tiger Football and Basketball Teams won the District Two Championship, while all of our other teams posted winning records.

Service to the community is an important aspect of our school. Our staff had the largest increase among Dorchester Two’s middle schools in support of the Trident United Way, and our students set contribution records in the Heart Association’s “Hoops for the Heart.” One of our counselors received “The Heart Award” from the SC Commission on Higher Education for developing the Alston Leadership Program and the Aesthetically Green Environmental Students (AGES) recycling club. A 6th grade student was recognized as the state’s “Recycler of the Year.”

Alston continues to pursue “Adequate Yearly Progress” as established by No Child Left Behind. Our plan for meeting those goals includes continued use of common assessments to measure student learning, use of the “Inclusion Model” of scheduling students with special needs, use of the “Voyager” program to support students who are served in resource classes, use of our “Compass” computer labs to help with differentiated instruction, and use of the Professional Learning Communities planning sessions for improving and maintaining our focus on student learning.

Sam Clark, Principal
Rene Seith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	237	112
Percent satisfied with learning environment	91.2%	83.9%	83.8%
Percent satisfied with social and physical environment	94.9%	85.7%	85.6%
Percent satisfied with school-home relations	84.7%	88.6%	80.6%

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

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	0.6%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	95.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	845	99.8	22.5	35.1	42.4	84.7	89.1	83.5	Yes	Yes
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Gender

Male	431	100	23.8	34.5	41.7	82.4	86.1	80.1	N/A	N/A
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Female	414	99.5	21.2	35.7	43.1	87	92.1	87	N/A	N/A
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Racial/Ethnic Group

White	502	100	14.5	32.8	52.7	91.2	93	89.6	Yes	Yes
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African American	302	99.3	35.4	39.6	25	73.6	81.6	74.6	Yes	Yes
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Asian/Pacific Islander	15	100	6.7	33.3	60	93.3	94.5	92.7	I/S	I/S
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Hispanic	21	100	52.6	21.1	26.3	73.7	84.1	79.6	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
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Disability Status

Disabled	102	99	65.9	25.3	8.8	44	57.3	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	12	100	38.5	23.1	38.5	84.6	82.1	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	395	99.8	35.6	34.8	29.6	75.1	83.1	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	845	99.8	24.2	38.7	37.1	84.8	87.2	80.4	Yes	Yes
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Gender

Male	431	100	23.8	37.5	38.7	84.1	85.5	78.4	N/A	N/A
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Female	414	99.5	24.5	40.1	35.5	85.5	88.9	82.5	N/A	N/A
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Racial/Ethnic Group

White	502	100	14.5	38.4	47.1	91.2	92	87.8	Yes	Yes
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African American	302	99.3	40	41.8	18.2	74.3	77.5	69.3	Yes	Yes
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Asian/Pacific Islander	15	100	13.3	26.7	60	100	94.5	93.5	I/S	I/S
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Hispanic	21	100	47.4	15.8	36.8	63.2	86.1	78.3	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
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Disability Status

Disabled	102	99	70.3	26.4	3.3	42.9	55	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	12	100	46.2	7.7	46.2	61.5	86.8	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	395	99.8	37.6	38.4	24	74.3	80.3	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	551	99.5	28.3	44.4	27.3	71.7	74.7	67.3
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Gender

Male	282	99.7	26.2	39.5	34.2	73.8	74.2	66.9
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Female	269	99.3	30.4	49.4	20.2	69.6	75.3	67.7
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Racial/Ethnic Group

White	318	99.1	17.9	45.3	36.8	82.1	84.1	79.6
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African American	205	100	44.3	43.8	12	55.7	56.5	49.7
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Asian/Pacific Islander	12	100	16.7	58.3	25	83.3	90.4	84.4
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Hispanic	12	100	50	25	25	50	69	59.4
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
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Disability Status

Disabled	63	98.4	73.2	23.2	3.6	26.8	39.4	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.5	58.6
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Socio-Economic Status

Subsidized meals	267	99.6	41.9	41.1	17.1	58.1	61.8	55.4
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Social Studies

All Students	550	98.9	22.8	33.2	44	77.2	78.8	70.9
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Gender

Male	286	98.6	22.2	28.7	49	77.8	77.8	70.1
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Female	264	99.2	23.4	37.9	38.7	76.6	79.8	71.7
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Racial/Ethnic Group

White	330	99.1	14.2	32.4	53.4	85.8	84.6	79.2
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African American	194	98.5	37.5	34.1	28.4	62.5	67.5	58.4
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.1	86.8
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Hispanic	15	100	46.2	38.5	15.4	53.8	74.4	68
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
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Disability Status

Disabled	68	98.5	60	30	10	40	44.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.1	68
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Socio-Economic Status

Subsidized meals	255	98.8	37.3	35.5	27.2	62.7	69.2	60.8
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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	860	98.3	21.6	45.5	32.8	78.4	82.9	72.1	95.5	96
Gender										
Male	441	98.2	26.4	45.9	27.7	73.6	77.4	65.2	95.2	96
Female	419	98.3	16.7	45.1	38.2	83.3	88.6	79.2	95.7	96.1
Racial/Ethnic Group										
White	507	98.6	14.7	44.4	40.8	85.3	88.2	80.8	95.4	95.8
African American	311	97.8	32.3	47.9	19.9	67.7	73.1	59.7	95.7	96.4
Asian/Pacific Islander	15	100	13.3	40	46.7	86.7	90.5	87	95.5	97
Hispanic	21	95.2	50	44.4	5.6	50	75.2	64.6	94.1	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.1	73.4	94.8	95.5
Disability Status										
Disabled	99	87.9	70	26.3	3.8	30	37.7	27.7	94	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	46.2	38.5	15.4	53.8	71.4	63.7	95	96.5
Socio-Economic Status										
Subsidized meals	400	97.8	30.4	47.9	21.7	69.6	74.1	61.9	94.9	95.5

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	282	100	22.9	41.6	35.5	77.1
	7	300	100	24.6	38.4	37	75.4
	8	282	99.7	26.4	39.1	34.5	73.6
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	294	100	22.4	37.7	39.9	77.6
	7	258	99.6	25.2	37.8	37	74.8
	8	293	99.7	20.3	30.1	49.6	79.7
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	282	100	28.2	41.6	30.2	71.8
	7	300	100	27.8	44.1	28.1	72.2
	8	282	99.7	32.2	38	29.8	67.8
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	294	100	25.3	36.7	38.1	74.7
	7	258	99.6	26.9	38.7	34.5	73.1
	8	293	99.7	20.7	40.9	38.4	79.3
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	144	99.3	29.3	55.6	15	70.7
	7	297	100	19.4	47.8	32.7	80.6
	8	139	100	38.6	34.6	26.8	61.4
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	148	99.3	39	44	17	61
	7	256	100	21.9	49.4	28.7	78.1
	8	147	98.6	28.3	36.2	35.5	71.7

Abbreviations for Missing Data

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

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	140	100	18.5	55.4	26.2	81.5
	7	298	100	31.4	31.8	36.8	68.6
	8	142	100	25.2	40.5	34.4	74.8
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	148	99.3	15.7	41.4	42.9	84.3
	7	257	100	29	27.7	43.3	71
	8	145	96.6	19.1	34.4	46.6	80.9
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	280	98.2	20.2	42.2	37.6	79.8
	7	303	97.4	21.3	41.5	37.2	78.7
	8	277	99.3	27	44.4	28.6	73
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	297	96.6	20.9	46.8	32.4	79.1
	7	261	98.9	27.8	43	29.1	72.2
	8	302	99.3	17.1	46.4	36.4	82.9

Abbreviations for Missing Data

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