



ALCORN MIDDLE

5125 Fairfield Road
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	383 Students	
Principal	Dr. Baron Davis	803-735-3439
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

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	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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 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

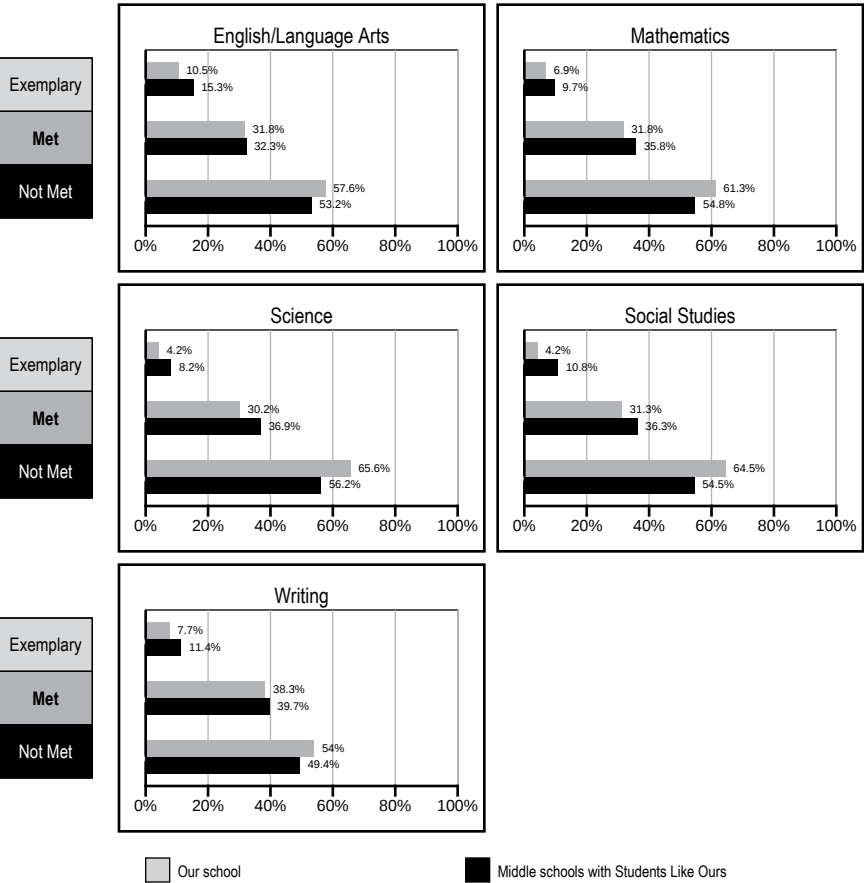
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	18	21

* 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%	87.5%
English 1	N/A	90.1%
Physical Science	N/A	39.3%
US History and the Constitution	N/A	N/A
All Subjects	94.7%	87.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=383)				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Down from 62.0%	15.9%	24.2%
Retention rate	0.6%	Down from 6.1%	1.1%	0.7%
Attendance rate	96.0%	Up from 95.4%	95.4%	95.9%
Eligible for gifted and talented	7.5%	Up from 6.8%	4.8%	16.4%
With disabilities other than speech	17.7%	Up from 14.1%	15.0%	12.0%
Older than usual for grade	7.6%	Down from 7.9%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.0%	Up from 5.6%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	81.1%	Up from 72.2%	54.2%	58.5%
Continuing contract teachers	75.7%	Up from 66.7%	67.6%	80.0%
Teachers with emergency or provisional certificates	2.9%	Down from 11.4%	11.6%	4.0%
Teachers returning from previous year	78.4%	Up from 77.3%	76.9%	84.6%
Teacher attendance rate	93.0%	Up from 92.3%	95.5%	95.4%
Average teacher salary*	\$51,066	Up 0.4%	\$44,210	\$46,561
Professional development days/teacher	12.1 days	Down from 26.0 days	10.0 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	2.3	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 14.4 to 1	16.1 to 1	21.1 to 1
Prime instructional time	87.7%	Up from 85.8%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$13,985	Down 0.7%	\$10,785	\$7,802
Percent of expenditures for instruction**	65.7%	Up from 64.2%	60.2%	63.8%
Percent of expenditures for teacher salaries**	61.6%	Up from 56.3%	55.5%	60.0%

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

** 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 overall success of Alcorn Middle School this year rested, in large measure, with our ability to work collaboratively and communicate effectively in our ongoing efforts to continue to provide an extraordinary educational learning community for all stakeholders. At Alcorn Middle School, we seek to afford each of our students an education commensurate with his or her abilities and challenging to a degree that will prompt a love of learning. Our school, from its foundation, has stressed academic excellence. In this, there is no compromise or change.

During the 2009-2010 school year, Alcorn Middle School was designated a Promise Place by America's Promise Alliance (first school in South Carolina to receive this designation). With the implementation of the Positive Behavior Intervention Systems program we have seen the number of discipline referral reduced by 60 percent from 2008 to 2010. We received a 21st Century Community Learning Center Grant. We used this grant in conjunction with our Extended Day Teaching and Learning Program to offer our students afterschool learning and cultural activities five days per week. Alcorn Middle School received the Exemplary Program Award for After School and Extended Day Services from the South Carolina Department of Education Office of Youth Services. Marsha Myers-Jones was recognized as a Social Studies Teacher of Distinction by the South Carolina Council for Social Studies. Our boy's football team was crowned district regular season champions for the 2009-2010 season. Alcorn is proud to have 100 percent of its certified teachers meet Highly Qualified Regulations.

Alcorn Middle School takes extreme pride in its highly qualified and dedicated faculty and staff. As the primary facilitators of teaching and learning, we are enthusiastic about the opportunity to work with both students and parents. We view education as a partnership between home and school and pledge to work in concert with the ideals and principles consistent with best practices for providing our students with an extraordinary learning environment.

As we continue our journey from ordinary to extraordinary, we will continue to remain focused and diligent in our mission to provide a safe and secure environment that fosters optimal teaching and learning through a rigorous and relevant curriculum. We will continue to hold true to our vision to provide all students with a learning environment that is academically challenging, personally engaging, and socially fostering, while allowing students to develop the skills and strategies needed to become confident and productive citizens who are prepared for the global challenges of the 21st century. Our focus on optimal student achievement will continue to center around five key components: (1) the continuous improvement of rigor and instruction, (2) the effective delivery of relevant content, (3) the effective assessment of student learning, (4) the interpretation and application of data, and (5) the integration of student use of technology for the purpose of increasing students' learning, knowledge and skills. These five key components will be anchored in best practices and supported by proven research. The common bond that connects each component of focus is literacy. Reading and writing will serve as our foundation and will be our central ingredient in teaching and learning.

Ms. Patrice Young, SIC Chairperson

Dr. Baron R. Davis, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	75	39
Percent satisfied with learning environment	83.7%	74.7%	68.4%
Percent satisfied with social and physical environment	86.0%	81.3%	61.5%
Percent satisfied with school-home relations	57.1%	84.0%	79.5%

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

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School Adequate Yearly Progress

NO

This school met 9 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. 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	354	99.7	57.5	31.9	10.5	55.6	78.2	83.5	No	Yes
Gender										
Male	180	99.4	62.3	29.9	7.8	51.3	74.7	80.1	N/A	N/A
Female	174	100	52.8	34	13.2	59.7	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	323	99.7	58.9	31.6	9.5	54	74.2	74.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	22	100	57.9	26.3	15.8	63.2	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	66	100	N/A	N/A	N/A	21	45.3	51.7	No	Yes
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	19	100	57.9	26.3	15.8	63.2	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	99.7	58.3	32.3	9.4	55.2	73.1	76.9	No	Yes

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

All Students	354	99.4	64.5	30.7	4.8	49.5	72	80.4	No	Yes
Gender										
Male	180	98.9	69.5	27.3	3.2	46.8	70.3	78.4	N/A	N/A
Female	174	100	59.7	34	6.3	52.2	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	323	99.4	66.3	29.5	4.2	47	67	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	22	100	36.8	52.6	10.5	73.7	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	66	100	N/A	N/A	N/A	6.5	34.8	46.1	No	Yes
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	19	100	36.8	52.6	10.5	78.9	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	99.4	64.2	30.9	4.9	48.6	65.9	72.8	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	238	99.6	65.2	30.5	4.3	34.8	56.5	67.3
Gender								
Male	117	100	68	26	6	32	56.1	66.9
Female	121	99.2	62.7	34.5	2.7	37.3	56.8	67.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	216	99.5	66.5	30.4	3.1	33.5	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	16	100	61.5	30.8	7.7	38.5	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	40	100	N/A	N/A	N/A	2.7	23.9	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	14	100	53.8	38.5	7.7	46.2	62.7	58.6
Socio-Economic Status								
Subsidized meals	216	99.5	66	29.8	4.2	34	46.5	55.4

Social Studies

All Students	243	99.2	64.2	31.6	4.2	35.8	64	70.9
Gender								
Male	130	99.2	64.5	31.8	3.6	35.5	61.9	70.1
Female	113	99.1	63.7	31.4	4.9	36.3	66.1	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	223	99.1	65.3	31.1	3.6	34.7	57.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	14	100	61.5	23.1	15.4	38.5	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	51	100	N/A	N/A	N/A	12.8	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	11	100	58.3	25	16.7	41.7	65.2	68
Socio-Economic Status								
Subsidized meals	225	99.1	65.3	30.6	4.1	34.7	56.5	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	361	99.7	54.2	38.2	7.7	45.8	63.4	72.1	96	95.9
Gender										
Male	181	100	64.8	31.4	3.8	35.2	56.3	65.2	95.9	95.7
Female	180	99.4	44	44.6	11.4	56	70.4	79.2	96.1	96.1
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.7	96
African American	326	99.7	54.9	38	7.1	45.1	57.3	59.7	96.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	87	97.2	96.2
Hispanic	23	100	45	50	5	55	62.9	64.6	94.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	67	100	N/AV	N/AV	N/AV	3.2	21.1	27.7	95.3	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	20	100	45	50	5	55	60.7	63.7	94.8	96.3
Socio-Economic Status										
Subsidized meals	328	99.7	54.7	38.2	7.1	45.3	55.2	61.9	96.1	95.7

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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							
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	131	99.2	48.1	39.8	12	51.9
	7	99	99	57.6	34.1	8.2	42.4
	8	136	96.3	48.2	40	11.8	51.8
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	129	100	54.8	34.8	10.4	45.2
	7	129	99.2	56.8	31.5	11.7	43.2
	8	96	100	62.1	28.7	9.2	37.9
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	131	99.2	55.6	35.2	9.3	44.4
	7	99	99	61.2	34.1	4.7	38.8
	8	136	99.3	72.6	24.8	2.7	27.4
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	129	100	67.8	27	5.2	32.2
	7	129	99.2	61.3	32.4	6.3	38.7
	8	96	99	64.4	33.3	2.3	35.6
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	67	97	N/AV	N/AV	N/AV	39.6
	7	99	99	64.7	29.4	5.9	35.3
	8	68	97.1	61.1	35.2	3.7	38.9
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	66	100	67.2	31	1.7	32.8
	7	128	100	61.3	33.3	5.4	38.7
	8	44	97.7	73.2	22	4.9	26.8

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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							
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	64	96.9	37.7	56.6	5.7	62.3
	7	99	99	72.9	21.2	5.9	27.1
	8	65	95.4	52.8	43.4	3.8	47.2
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	63	100	43.9	54.4	1.8	56.1
	7	128	99.2	72.7	20	7.3	27.3
	8	52	98.1	N/A	N/A	N/A	31.1
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	140	97.1	54.9	33.6	11.5	45.1
	7	103	98.1	52.8	37.1	10.1	47.2
	8	139	96.4	45.8	49.2	5.1	54.2
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	139	100	51.6	38.5	9.8	48.4
	7	128	100	62.9	34.5	2.6	37.1
	8	94	98.9	46	42.5	11.5	54

Abbreviations for Missing Data