



Alcorn Middle

5125 Fairfield Road
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	378 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

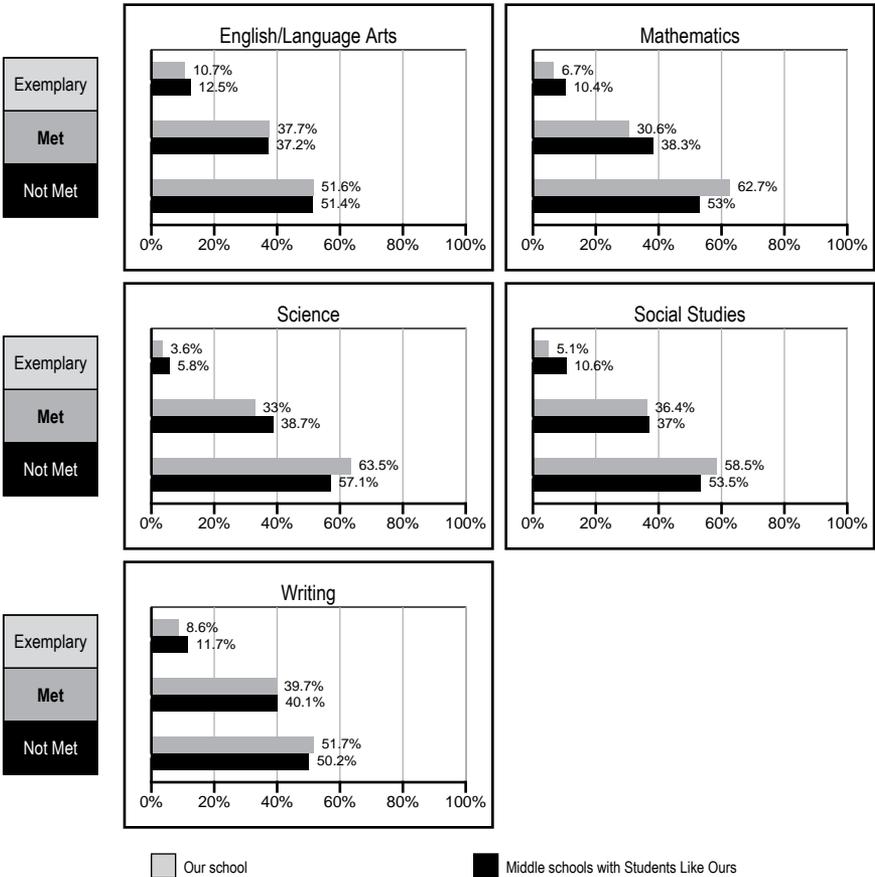
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	38	24

* Ratings are calculated with data available by 06/01/2010.

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	71.4%	86.3%
English 1	N/A	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	71.4%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=378)				
Students enrolled in high school credit courses (grades 7 & 8)	62.0%	Up from 35.2%	16.3%	21.6%
Retention rate	6.1%	Up from 3.4%	2.3%	1.2%
Attendance rate	95.4%	Up from 93.3%	95.5%	95.9%
Eligible for gifted and talented	6.8%	Down from 8.0%	4.9%	14.8%
With disabilities other than speech	14.1%	Up from 12.3%	14.1%	12.6%
Older than usual for grade	7.9%	Up from 3.8%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.6%	Up from 4.1%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	72.2%	Up from 63.2%	54.7%	56.9%
Continuing contract teachers	66.7%	Up from 60.5%	61.7%	72.7%
Teachers with emergency or provisional certificates	11.4%	Down from 19.4%	14.9%	5.3%
Teachers returning from previous year	77.3%	Up from 71.8%	76.4%	82.9%
Teacher attendance rate	92.3%	Down from 94.8%	94.9%	95.2%
Average teacher salary*	\$50,877	Up 5.9%	\$44,832	\$46,599
Professional development days/teacher	26.0 days	Up from 15.7 days	11.1 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 17.2 to 1	16.7 to 1	20.1 to 1
Prime instructional time	85.8%	Up from 85.0%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 75.9%	96.5%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$14,079	Up 55.9%	\$10,078	\$7,645
Percent of expenditures for instruction**	64.2%	Down from 66.0%	60.6%	63.4%
Percent of expenditures for teacher salaries**	56.3%	Down from 61.1%	54.7%	57.0%

* 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 2008-2009 academic school year at Alcorn Middle School has come and gone, and in its wake it has left behind some extraordinary accomplishments. We are proud of all the members of our Knight family and are delighted at the opportunity to celebrate each and every achievement.

Our motto is "Transitioning from Ordinary to Extraordinary through Effective Teaching and Measurable Learning." In addition, we made a pledge to Shaping Character, Sharing Concerns, and Showing Commitment. Through a learner-centered approach to teaching and learning, our primary objective at Alcorn was and is to provide each of our students with a rigorous and relevant curriculum, to base all professional development on increasing student achievement, to establish and maintain a safe, secure, and caring learning environment, as well as build stronger connections with parents, family, and the community.

This past school year has been one of tremendous growth and development for us. We have expanded our learning facility with the addition of three new classroom wings as well as increased the access to technology for all students, teachers, parents, and members of our extended community. Our new classroom facilities brought with them a new and vigorous commitment to providing a world-class learning environment for all students. This new sense of commitment was anchored in our adopted virtues of sacrifice, dedication, passion, and determination. These virtues served as guiding principles as we looked to begin the transition from ordinary to extraordinary.

During this past year, we have worked collectively as a school community to offer an academic environment that fosters student learning. This environment was and is firmly centered in the philosophy of Learning-Centered teaching. Through this principle, we are able to meet the academic, social, and extracurricular needs of all students. Additionally, attention and resources have been appropriately and strategically allocated for technology, classroom instruction, End of Course testing, MAP and PASS preparation, lost credit prevention, retention reduction, and dropout prevention.

The 2008-2009 school year provided us with the opportunity to make changes and adjustments needed to begin the process of securing our position as an extraordinary learning environment. We look forward to continuing our growth process in the upcoming school year. During the 2009-2010 school year we will focus on rigor, relevance, and relationships. We will take a more in-depth look at assessments and how data gained from assessing effectively will assist us in our efforts to transition from ordinary to extraordinary.

Ms. Patrice Young, SIC Chairperson
Dr. Baron R. Davis, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	135	68
Percent satisfied with learning environment	66.7%	72.2%	73.0%
Percent satisfied with social and physical environment	74.3%	75.2%	60.9%
Percent satisfied with school-home relations	25.7%	81.1%	65.7%

* 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 12 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.4%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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

All Students	366	98.1	50.8	38.3	10.9	61.7	78.6	82.8	Yes	Yes
Gender										
Male	186	97.9	57.6	34.7	7.6	56.3	74.4	79.3	N/A	N/A
Female	180	98.3	44.7	41.5	13.8	66.7	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	324	97.8	50.4	37.7	11.9	61.2	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	29	100	60	36	4	60	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	55	96.4	N/AV	N/AV	N/AV	20	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	60	36	4	60	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	326	98.2	52.2	37.2	10.6	60.9	74.1	75.5	Yes	Yes

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

All Students	366	99.2	63.4	31	5.6	50.3	70.3	78.9	No	Yes
Gender										
Male	186	98.9	67.6	28.3	4.1	48.3	67.8	77	N/A	N/A
Female	180	99.4	59.6	33.5	6.8	52.2	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	324	99.1	64.6	29.9	5.5	49.1	64.6	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	29	100	60	32	8	60	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	55	100	N/AV	N/AV	N/AV	9.5	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	56	36	8	64	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	326	99.1	63.5	31	5.4	50.2	64	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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	234	97.9	62.5	33.9	3.6	37.5	58.1	67.5
Gender								
Male	113	97.4	61.9	34.5	3.6	38.1	57	67
Female	121	98.4	63	33.3	3.7	37	59.1	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	209	98.1	64.2	31.8	4	35.8	50.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	17	94.1	N/AV	N/AV	N/AV	33.3	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	N/AV	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	14	92.9	N/AV	N/AV	N/AV	41.7	53.2	59.6
Socio-Economic Status								
Subsided meals	209	97.6	64.2	33.5	2.3	35.8	49.1	55.1
Social Studies								
All Students	228	97.4	57.6	37.2	5.2	42.4	65.2	72.3
Gender								
Male	121	98.4	56.3	37.5	6.3	43.8	63.1	71.5
Female	107	96.3	58.9	36.8	4.2	41.1	67.2	73.2
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	200	97.5	57.1	38.1	4.8	42.9	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	19	94.7	64.7	29.4	5.9	35.3	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	36	100	N/AV	N/AV	N/AV	14.3	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	19	94.7	64.7	29.4	5.9	35.3	63.6	67.9
Socio-Economic Status								
Subsided meals	202	97	59.3	36	4.7	40.7	58	62.1

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	382	97.1	50.9	40.3	8.8	49.1	63.9	70.2	95.4	95.9
Gender										
Male	194	94.9	60.8	35.3	3.9	39.2	55.8	63.2	95	95.7
Female	188	99.5	41.9	44.9	13.2	58.1	71.9	77.5	95.9	96.2
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	86.2	79.1	94.3	96
African American	339	97.1	52.8	39.8	7.4	47.2	58	57.6	95.5	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	98.3	96.4
Hispanic	30	100	40.7	40.7	18.5	59.3	63.8	62.6	94.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	56	96.4	91.3	6.5	2.2	8.7	22.3	26.1	94.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	42.3	38.5	19.2	57.7	61.2	61.2	95	96.2
Socio-Economic Status										
Subsided meals	330	97.9	51.8	40.1	8.2	48.2	56.7	58.9	95.6	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
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
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
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
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

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