

A L Corbett Middle

10 A.L. Corbett Circle
Wagener, SC 29164

Grades	6-8 Middle School	
Enrollment	248 Students	
Principal	Dr. Deborah Bass	803-564-1050
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

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	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Below Average	At-Risk

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

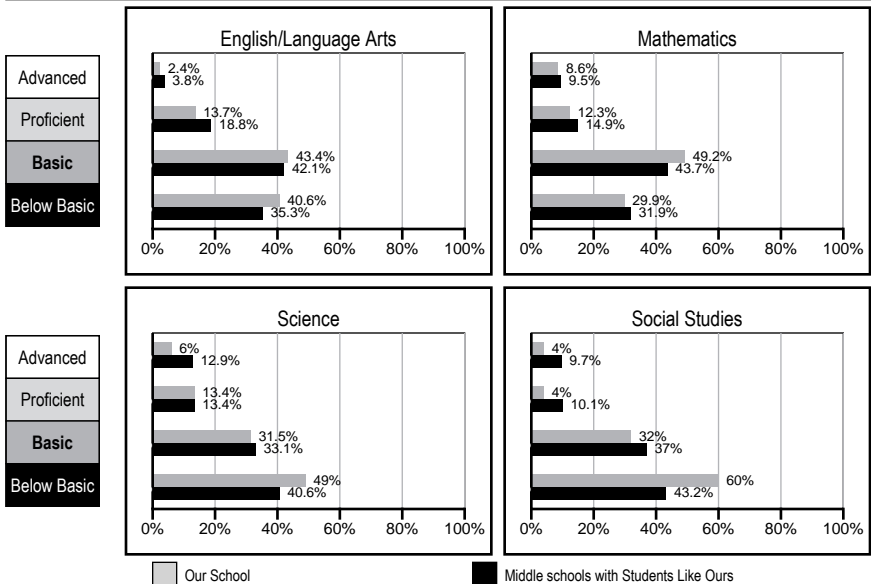
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	24	15

* 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	100.0	94.4
English 1	95.0	93.4
Physical Science	0	0
All Subjects	97.1	92.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=248)				
Students enrolled in high school credit courses (grades 7 & 8)	57.6%	Up from 50.8%	15.5%	19.4%
Retention rate	1.2%	Down from 1.8%	2.8%	1.8%
Attendance rate	96.2%	Up from 95.5%	95.4%	95.8%
Eligible for gifted and talented	10.8%	Down from 16.1%	11.7%	15.3%
With disabilities other than speech	13.9%	Up from 12.8%	13.9%	12.9%
Older than usual for grade	2.4%	Down from 2.7%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.1%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	47.8%	Down from 53.8%	53.7%	55.0%
Continuing contract teachers	60.9%	Up from 50.0%	63.5%	70.6%
Teachers with emergency or provisional certificates	10.0%	Down from 19.0%	8.3%	5.4%
Teachers returning from previous year	89.6%	Up from 85.9%	80.0%	83.4%
Teacher attendance rate	95.0%	Down from 95.1%	94.9%	94.9%
Average teacher salary	\$43,836	Down 0.5%	\$44,726	\$44,706
Professional development days/teacher	15.6 days	Up from 12.8 days	11.7 days	11.8 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 17.7 to 1	20.4 to 1	20.1 to 1
Prime instructional time	89.4%	No Change	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.6%	Down from 83.7%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$9,420	Up 20.6%	\$7,424	\$7,097
Percent of expenditures for instruction*	64.0%	Down from 67.1%	63.4%	64.4%
Percent of expenditures for teacher salaries*	57.5%	Down from 62.5%	58.8%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The A.L. Corbett Middle School leadership team is delighted to report that all ELA students and 8th grade math students scoring proficient and advanced increased, and the mathematics performance objective was met in the "all students" category last year. As the team planned for the current year, goals were set to improve performance, particularly for students receiving subsidized meals and African American students. Plans were developed to emphasize schoolwide reading and remediation in math and ELA based on MAP test results, to increase professional development, and to increase parent involvement. An icoach for mathematics completed a second year, and a literacy coach started the year in order to plan the focus on data driven decisions and to support instructional planning.

The universal breakfast program provided a nutritious start for every child in our structured setting to begin school each day. The daily academic schedule included opportunities for teachers to collaborate and provide additional instructional time to students. Title I, Technical Assistance, and Act 135 funds were used to improve the instructional program by reducing class size and enriching content learning through real-life connections. Participation in grant-funded assessment programs provided diagnostic information for all students to work on their grade level regardless of age. Teachers planned lessons that targeted students' academic weaknesses as indicated from individual RIT scores.

An increased teacher commitment developed from our continued participation in a grant-funded assessment project (TQR-an SDE grant initiative to improve assessment); an early release professional development opportunity, and a computer-assisted instructional program (compass learning) that included computer data-driven, teacher-designed lab tutorials. The instructional staff provided safety nets for students with an after school program, tutoring, morning homework center, and academic clubs.

Parent communication was improved with monthly parent information nights; monthly parent information mornings by grade level; weekly newsletters from each grade level; monthly newsletters from the school; and various volunteer opportunities. Community awareness was increased by hosting a quarterly meeting of local clergy, meeting monthly with local community leaders, and involving community members in content focused mini-classes called "clubs."

Our challenges continue to be operating in an economically-deprived rural area, attracting and maintaining highly qualified teachers, maintaining adequate funding to implement programs and sustain essential operations, sustaining community and parent involvement, and securing the resources to provide substantial long-term change based on school data and the unique needs of a school located in a high-poverty rural area. However, we are committed to making informed decisions that improve the quality of life in our rural service area.

Deborah Bass, Ph.D., Principal
Erria Daniels, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	79	28
Percent satisfied with learning environment	76.5%	70.9%	64.3%
Percent satisfied with social and physical environment	56.3%	72.2%	71.4%
Percent satisfied with school-home relations	64.7%	82.1%	71.4%

* 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 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

Restructure

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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	251	99.6	41.5	43.6	12.4	2.6	23.1	49.8	48.2	No	Yes
Gender											
Male	136	100	48.8	39.5	10.1	1.6	20.2	43.8	41.7	N/A	N/A
Female	115	99.1	32.4	48.6	15.2	3.8	26.7	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	119	100	30	48.2	18.2	3.6	33.6	59.8	60	No	Yes
African American	129	99.2	52.1	38.8	7.4	1.7	14	33.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	38	100	85.7	8.6	0	5.7	5.7	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	167	99.4	50	41.7	6.4	1.9	13.5	35.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	251	99.6	32.1	51.7	10.7	5.6	28.2	46.9	45.8	No	Yes
Gender											
Male	136	100	29.5	51.9	11.6	7	28.7	47.9	45.6	N/A	N/A
Female	115	99.1	35.2	51.4	9.5	3.8	27.6	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	119	100	26.4	52.7	13.6	7.3	33.6	57.2	59	No	Yes
African American	129	99.2	37.2	50.4	8.3	4.1	24	29.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	38	100	74.3	20	0	5.7	11.4	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	167	99.4	35.9	50.6	9	4.5	26.3	32.8	31.4	No	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	160	100	49.3	30.9	13.2	6.6	19.7	34.1	35.7	96.2	95.9
Gender											
Male	89	100	48.8	32.6	11.6	7	18.6	36.6	37.4	96.3	95.8
Female	71	100	50	28.8	15.2	6.1	21.2	31.3	33.8	96.1	96.1
Racial/Ethnic Group											
White	76	100	43.1	31.9	16.7	8.3	25	45.2	49.2	95.4	95.9
African American	82	100	55.1	30.8	9	5.1	14.1	16.4	17	96.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	99.9	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	99.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	98.9	95.8
Disability Status											
Disabled	19	100	94.4	0	0	5.6	5.6	12.8	14	95.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96.6	96.5
Socio-Economic Status											
Subsided meals	105	100	56.4	29.7	8.9	5	13.9	20.4	21.1	96.2	95.2
Social Studies											
All Students	164	100	60.4	31.2	4.5	3.9	8.4	30.3	34	96.2	95.9
Gender											
Male	86	100	59.8	29.3	3.7	7.3	11	33.8	36.6	96.3	95.8
Female	78	100	61.1	33.3	5.6	0	5.6	26.5	31.3	96.1	96.1
Racial/Ethnic Group											
White	81	100	55.4	33.8	5.4	5.4	10.8	38.6	44.5	95.4	95.9
African American	80	100	66.2	27.3	3.9	2.6	6.5	17	19.1	96.9	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	99.9	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	99.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	98.9	95.8
Disability Status											
Disabled	28	100	84.6	11.5	3.8	0	3.8	10.7	14.4	95.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.6	96.5
Socio-Economic Status											
Subsided meals	109	100	65	26.2	4.9	3.9	8.7	18.6	21	96.2	95.2

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

Abbreviations for Missing Data

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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	84	100	45	41.3	11.3	2.5	13.8
	7	84	100	46.1	35.5	17.1	1.3	18.4
	8	92	100	40	40	17.6	2.4	20
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	82	100	42.1	46.1	9.2	2.6	11.8
	7	73	100	47.9	35.2	14.1	2.8	16.9
	8	96	99	35.6	48.3	13.8	2.3	16.1
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	84	100	27.5	55	12.5	5	17.5
	7	84	100	30.3	55.3	7.9	6.6	14.5
	8	92	100	32.9	45.9	15.3	5.9	21.2
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	82	100	38.2	42.1	11.8	7.9	19.7
	7	73	100	31	56.3	7	5.6	12.7
	8	96	99	27.6	56.3	12.6	3.4	16.1
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	41	100	60.5	21.1	15.8	2.6	18.4
	7	84	100	43.4	34.2	15.8	6.6	22.4
	8	46	100	45.5	40.9	9.1	4.5	13.6
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	40	100	51.4	27	13.5	8.1	21.6
	7	73	100	45.1	32.4	12.7	9.9	22.5
	8	47	100	54.5	31.8	13.6	0	13.6
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	43	100	35.7	54.8	9.5	0	9.5
	7	84	100	60.5	30.3	6.6	2.6	9.2
	8	46	100	36.6	48.8	12.2	2.4	14.6
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	43	100	50	35	7.5	7.5	15
	7	73	100	70.4	22.5	2.8	4.2	7
	8	48	100	53.5	41.9	4.7	0	4.7

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