



Alston Middle

500 Bryan Street
Summerville, South

Grades	6-8 Middle School	
Enrollment	863 Students	
Principal	Sam Clark	843-873-3890
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average
2004	Average	Average

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

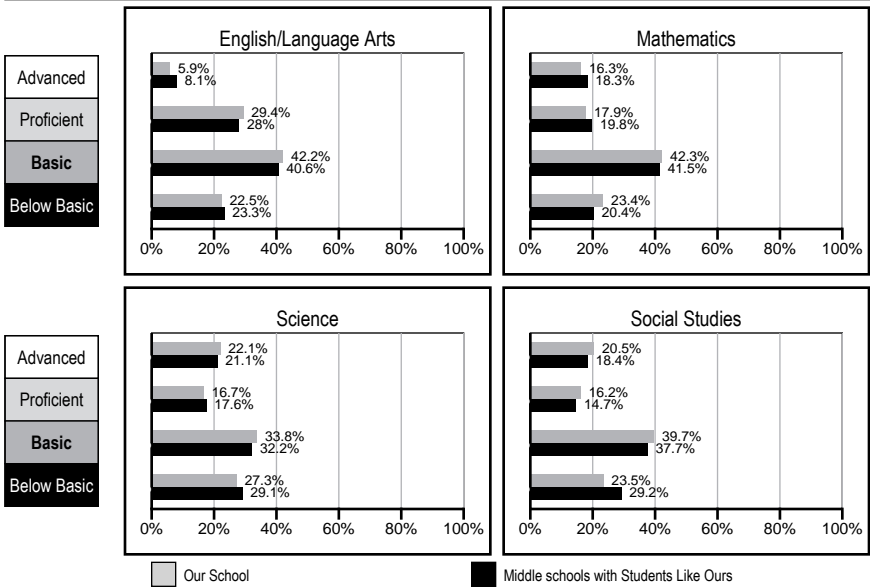
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	12	1

* 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	98.3
English 1	98.4	94.0
Physical Science	25.0	36.0
All Subjects	96.4	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=863)				
Students enrolled in high school credit courses (grades 7 & 8)	48.1%	Up from 25.0%	27.0%	19.4%
Retention rate	3.8%	Down from 5.3%	1.6%	1.8%
Attendance rate	95.4%	Up from 94.9%	95.7%	95.8%
Eligible for gifted and talented	16.8%	Up from 16.3%	18.7%	15.3%
With disabilities other than speech	13.1%	Up from 11.8%	13.0%	12.9%
Older than usual for grade	4.2%	Up from 3.8%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.7%	Down from 8.1%	0.8%	0.7%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	60.7%	Down from 62.7%	57.6%	55.0%
Continuing contract teachers	59.0%	Up from 57.6%	75.3%	70.6%
Teachers with emergency or provisional certificates	4.3%	Down from 6.4%	4.7%	5.4%
Teachers returning from previous year	71.5%	Down from 74.5%	86.8%	83.4%
Teacher attendance rate	93.9%	No Change	94.9%	94.9%
Average teacher salary	\$42,577	Up 1.3%	\$45,344	\$44,706
Professional development days/teacher	13.9 days	Up from 11.8 days	12.7 days	11.8 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.9 to 1	22.6 to 1	20.1 to 1
Prime instructional time	87.7%	Up from 87.1%	88.9%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 92.5%	98.7%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,899	Up 3.2%	\$6,533	\$7,097
Percent of expenditures for instruction*	59.2%	Up from 59.0%	64.0%	64.4%
Percent of expenditures for teacher salaries*	54.3%	Down from 56.1%	59.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

High expectations, strong parental support, community involvement, a committed faculty and a heritage that spans more than a century help make Alston one of the leading middle schools in Dorchester District Two. Alston Middle School proudly serves over 873 students with a staff of 57 fully certified teachers. Professional quality is a top priority as evidenced by the fact that over 95% of our teaching staff is identified as Highly Qualified, and 66% of our staff holds advanced degrees. Our school has also received full accreditation by The Southern Association of Colleges and Schools.

The mission of Alston Middle School is to provide every student with the skills necessary to become productive citizens. To help accomplish this mission, our students participate in a wide variety of academic competitions such as Quest, Math Counts, Spelling Bees, Geography Bee, District and State PTSA Reflections Competitions. For the second year in a row an Alston student won the District Two Lt. Governor's Writing Award. Alston is also implementing a major Fine Arts Grant from the US Department of Education. It has been exciting to see our students' involvement and growth in the arts. The Tiger Band and the Performing Chorus continue to win awards for excellence. The artwork of our students is featured in SC-ETV's annual viewer's guide. Our athletic teams are always competitive, and our Tiger Baseball Team won the District Two Championship with a perfect 16-0 record.

PTSA continues to have a powerful impact on our school and community by giving thousands of PTSA volunteer hours and sponsoring PTSA mini-grants that support the efforts of students and teachers. PTSA collaborated with our excellent School Improvement Council to host a community-wide health fair and the "Alston Meets the Community" outreach dinners. Our students brought in thousands of cans of food in our annual Clemson-Carolina Food Fight that supports several area food banks. Staff, students, and community have also joined together in projects that include raising support for a SC National Guard soldier who was severely wounded in Afghanistan; in applying for, receiving and implementing a \$200,000 grant to build sidewalks and enhance the safety and health of students who walk or ride their bikes to school; and raising funds for the Relay for Life.

In order to meet the challenge of the No Child Left Behind law, we plan to improve student achievement by increasing each student's time in our computer-assisted Compass Labs, using a math co-teacher/coach to enhance instruction, continuing with READ 180, supporting the Tiger Time after-school tutorial program and implementing single gender classrooms. Our PACT Strategies tutorial/acceleration time will also continue, as will our Summer Reading List and the Accelerated Reader events that encourage and improve reading.

Alston Middle School produces successful citizens and will continue to do so far into the 21st Century.

Sam Clark, Principal
Kasonja Glover, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	265	88
Percent satisfied with learning environment	98.4%	80.7%	95.4%
Percent satisfied with social and physical environment	98.4%	81.6%	87.2%
Percent satisfied with school-home relations	95.2%	85.8%	87.4%

* 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 15 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. 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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	867	99.9	22.8	44.5	27.4	5.3	45.9	57.8	48.2	Yes	Yes
Gender											
Male	490	99.8	31.1	44.5	20.8	3.7	37	50.7	41.7	N/A	N/A
Female	377	100	12.3	44.4	36	7.3	57.3	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	510	100	16	41.5	34.6	8	58.1	65.8	60	Yes	Yes
African American	315	99.7	33.6	50.4	15	1.1	25.7	41.1	31.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
Hispanic	29	100	32	48	20	0	28	45	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	122	100	66	25	3	6	13	21.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	52.9	35.3	11.8	0	23.5	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	366	100	33.3	46.1	17.8	2.8	31.2	40.7	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	867	99.9	24.2	43.8	17.1	14.9	40.6	49.8	45.8	Yes	Yes
Gender											
Male	490	99.8	25.3	41.3	16.7	16.7	41.1	50.5	45.6	N/A	N/A
Female	377	100	22.8	47.1	17.5	12.6	40.1	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	510	100	13.8	40.8	22.7	22.7	53.6	59.9	59	Yes	Yes
African American	315	99.7	42.1	47.9	7.1	2.9	19.6	28.3	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
Hispanic	29	100	28	56	12	4	24	37.4	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	122	100	52	39	4	5	13	21.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	35.3	52.9	0	11.8	17.6	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	366	100	35.2	46.7	10.6	7.5	26.5	32	31.4	No	Yes

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

Abbreviations for Missing Data

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

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	581	100	26.7	33.6	16.6	23.1	39.7	42	35.7	95.4	96.1
Gender											
Male	321	100	28.4	30.8	15.6	25.3	40.8	45.1	37.4	94.8	95.9
Female	260	100	24.7	37	17.9	20.4	38.3	38.7	33.8	96.1	96.3
Racial/Ethnic Group											
White	348	100	15.7	31.8	20.1	32.4	52.5	52.4	49.2	95.6	96
African American	206	100	46.2	35.7	12.1	6	18.1	20.7	17	95	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.4	97
Hispanic	19	100	29.4	47.1	0	23.5	23.5	27.1	24.9	94.8	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	94.4	95.8
Disability Status											
Disabled	94	100	48.8	27.5	6.3	17.5	23.8	21.6	14	93.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	13	100	50	33.3	16.7	0	16.7	18.3	24.4	95.1	96.5
Socio-Economic Status											
Subsided meals	250	100	38	36.2	11.3	14.5	25.8	24.5	21.1	94.6	95.3
Social Studies											
All Students	568	100	23.2	39.8	16.2	20.7	36.9	43.2	34	95.4	96.1
Gender											
Male	327	100	26.1	36.9	13.2	23.7	36.9	46.4	36.6	94.8	95.9
Female	241	100	19.4	43.7	20.3	16.7	36.9	39.7	31.3	96.1	96.3
Racial/Ethnic Group											
White	329	100	15.3	33.9	20.3	30.6	50.8	51	44.5	95.6	96
African American	212	100	34.7	50	8.9	6.3	15.3	25.8	19.1	95	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.4	97
Hispanic	18	100	29.4	41.2	17.6	11.8	29.4	32.8	27.5	94.8	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	94.4	95.8
Disability Status											
Disabled	76	100	61.9	28.6	4.8	4.8	9.5	20.9	14.4	93.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	13	100	50	33.3	16.7	0	16.7	24.4	27.3	95.1	96.5
Socio-Economic Status											
Subsided meals	238	100	36	46	8.1	10	18	26.5	21	94.6	95.3

* 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	265	99.6	30.2	36.8	24	9.1	33.1
	7	294	99.7	21.1	51.1	24.4	3.4	27.8
	8	306	100	26.2	47.3	22.9	3.6	26.5
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	282	100	16	42.4	34	7.6	41.6
	7	281	100	29.7	35.5	29.3	5.4	34.7
	8	304	99.7	22.5	55	19.6	3	22.5
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	265	99.6	17.8	40.5	26.4	15.3	41.7
	7	294	99.7	16.2	47.7	17.3	18.8	36.1
	8	306	100	26.9	50.9	15.3	6.9	22.2
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	282	100	21.6	36.4	20.8	21.2	42
	7	281	100	20.5	44	15.4	20.1	35.5
	8	304	99.7	30.3	50.6	15.1	4.1	19.2
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	135	100	35.3	24.1	21.6	19	40.5
	7	294	99.3	21.1	33.7	21.8	23.4	45.2
	8	157	100	27.9	31.4	12.9	27.9	40.7
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	145	100	31.5	23.6	10.2	34.6	44.9
	7	280	100	22.5	36.8	20.9	19.8	40.7
	8	156	100	30.2	36.7	14.4	18.7	33.1
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	134	99.3	22	37.4	25.2	15.4	40.7
	7	294	99.7	28.4	34.9	17.6	19.2	36.8
	8	149	100	22.1	63.4	9.9	4.6	14.5
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	140	100	11.9	39.7	22.2	26.2	48.4
	7	281	100	32	32.8	9.7	25.5	35.1
	8	147	100	16.7	53.8	23.5	6.1	29.5

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