



SC Annual School Report Card Summary

A L Corbett Middle
Aiken

Grades: 6-8

Enrollment: 248

Principal: Dr. Deborah Bass

Superintendent: Dr. Elizabeth Everitt

Board Chair: Dr. Christine Sanders

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	At-Risk	TBD	Not Met	R
2007	Below Average	At-Risk	N/A	Not Met	RP
2006	Below Average	Below Average	N/A	Not Met	CA

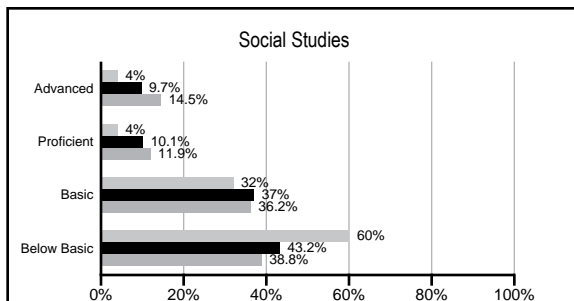
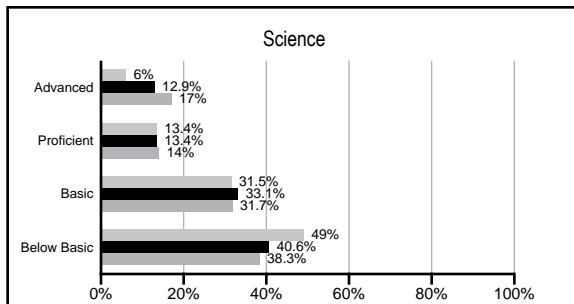
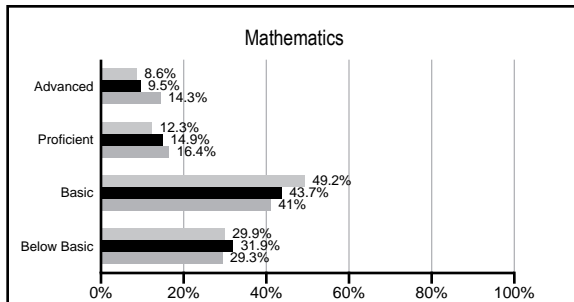
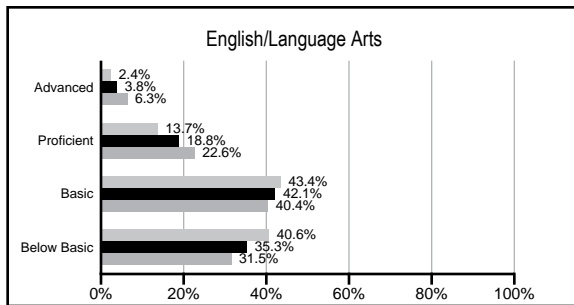
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	4	24	15

* Ratings are calculated with data available by 03/02/2009. Schools with Students like Ours are Middle Schools with poverty indices of no more than 5% above or below the index for this school.

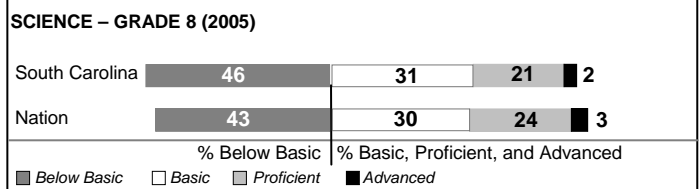
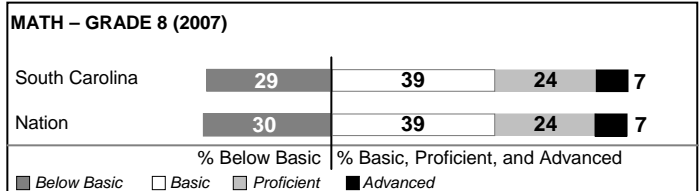
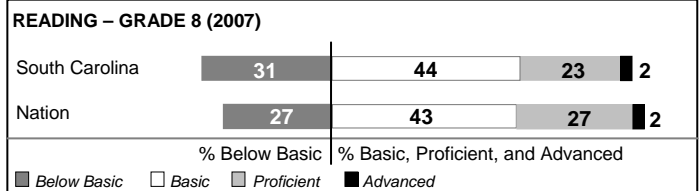
PACT PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2008

% of students scoring 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%

SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

A L Corbett Middle [Aiken]

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%
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
Classes not taught by highly qualified teachers	0.0%	No Change	3.0%	2.9%
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
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%
% of AYP objectives met	52.9%		61.9%	69.0%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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