



Alice Birney Middle

7750 Pinehurst Street
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	616 Students	
Principal	Carol Beckmann-Bartlett	843-764-2212
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	Below Average	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

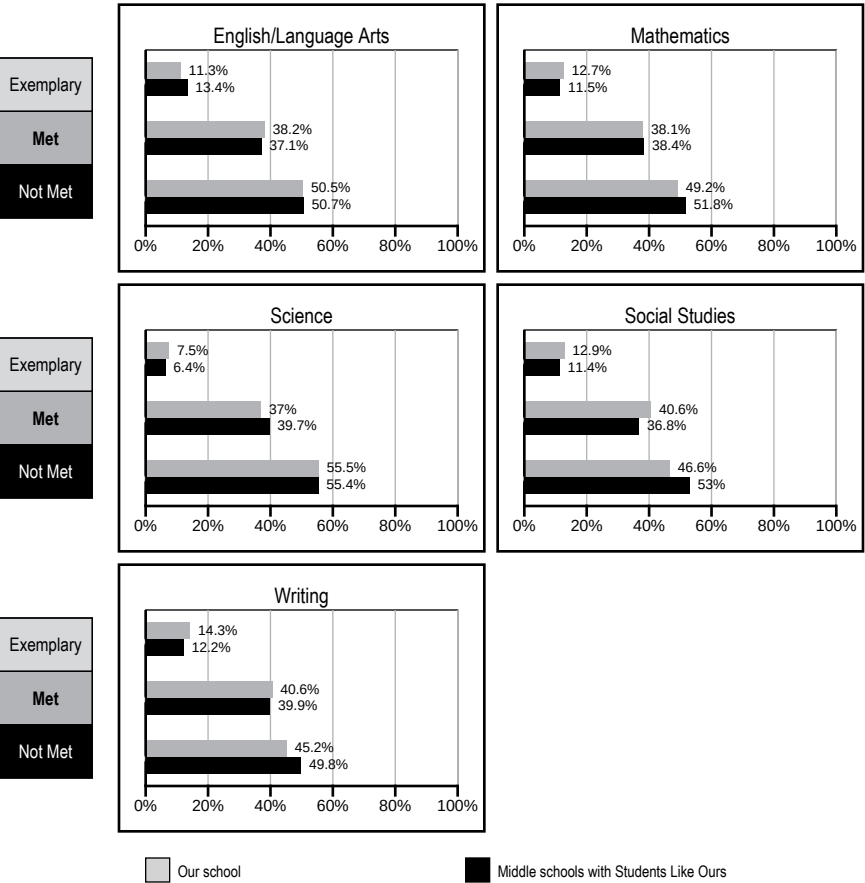
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	23

* 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	93.1%	87.8%
English 1	100.0%	84.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	93.3%	85.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=616)				
Students enrolled in high school credit courses (grades 7 & 8)	96.6%	Up from 19.4%	15.6%	21.6%
Retention rate	2.9%	Down from 4.9%	2.3%	1.2%
Attendance rate	94.1%	Up from 93.5%	95.5%	95.9%
Eligible for gifted and talented	5.9%	Down from 6.2%	5.6%	14.8%
With disabilities other than speech	11.4%	Down from 12.3%	14.1%	12.6%
Older than usual for grade	4.2%	Down from 5.3%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	28.2%	Down from 35.1%	0.3%	0.6%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Up from 59.2%	54.3%	56.9%
Continuing contract teachers	68.9%	Down from 73.5%	62.2%	72.7%
Teachers with emergency or provisional certificates	2.9%	Up from 2.4%	14.4%	5.3%
Teachers returning from previous year	80.0%	Down from 85.0%	76.3%	82.9%
Teacher attendance rate	95.4%	Up from 94.4%	94.8%	95.2%
Average teacher salary*	\$41,589	Up 0.3%	\$44,507	\$46,599
Professional development days/teacher	14.5 days	Up from 9.8 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.2 to 1	16.8 to 1	20.1 to 1
Prime instructional time	88.4%	Up from 86.7%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.7%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,433	Up 6.9%	\$9,939	\$7,645
Percent of expenditures for instruction**	61.7%	Down from 65.3%	60.3%	63.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 60.4%	53.3%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 school year marked the beginning of a number of changes designed to improve the curriculum, instruction, and achievement of students at Alice Birney Middle School!

In addition to a year long focus on literacy and vocabulary building for all staff members, we created and implemented a comprehensive reading intervention program that was designed to meet the needs of students who were struggling to read on grade level and improve the every day instruction in English/Reading classes for every student. Next year we will be expanding on this concept to improve the rigor of reading and literacy in all subjects for every child at every level of achievement, especially our most gifted learners.

While we worked to raise the academic expectations, we continued to use "CAT" – Curriculum Acceleration Time. CAT provided every child access to additional teaching and work time for assignments they needed more time for. This same option was also offered by academic teachers on Tuesday and Thursday afternoons for any student wishing to participate in tutoring time. Students who consistently demonstrated excellence were honored with SUCCESS Awards, DARE Credits, and other recognition. We even initiated leadership programs for girls and boys, CLASS and ARMS. Both of these clubs, along with Student Council, focused on service to the community while building personal success skills.

Complimenting an active academic program was a strong extracurricular program. In addition to ARMS, CLASS, and Student Council, the school fielded sports teams in football, soccer, track, and basketball. Cheerleaders were organized for both fall and spring sports and provided spirit support for PASS and the Stall Spring Jamboree. On-going partnerships with the Trident Urban League, Intertech Group, and the College of Charleston continue to bring clubs and activities to our students on a daily basis. We also started our own entrepreneurial team that developed and implemented a business plan for Sonic's Italian Ice with a local business person!

We believe we are making decisions daily that will promote Alice Birney to a "Met Standard" school within the next four years. We believe that our students are fully capable of achieving at high levels if given the tools and time necessary and we are committed to making this vision a reality. Go THUNDERBIRDS!

Carol Bartlett Monica Vallejo
Principal SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	99	99
Percent satisfied with learning environment	88.1%	71.7%	73.2%
Percent satisfied with social and physical environment	85.7%	76.5%	68.1%
Percent satisfied with school-home relations	40.5%	79.8%	77.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 26 out of 29 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

R

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	0.0%	No
Student attendance rate	94.1%	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	603	99.7	49.9	38.4	11.7	66	84.9	82.8	Yes	Yes
Gender										
Male	332	99.4	53	35.9	11	62.6	81.8	79.3	N/A	N/A
Female	271	100	46.4	41.1	12.5	69.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	82	100	47.1	34.3	18.6	68.6	95.8	89.5	Yes	Yes
African American	401	99.5	49.4	40.1	10.5	65.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	107	100	54.2	37.5	8.3	64.6	76.3	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	65	96.9	86	10	4	26	53.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	106	100	55.8	34.7	9.5	65.3	75.6	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	511	99.8	50.9	37.1	12	64.4	74.9	75.5	Yes	Yes

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

All Students	602	99.8	51	39.7	9.3	61.6	81	78.9	Yes	Yes
Gender										
Male	331	99.7	54.4	35.9	9.6	59.8	79.3	77	N/A	N/A
Female	271	100	47.2	44	8.9	63.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	82	100	34.3	50	15.7	81.4	94.6	87.2	Yes	Yes
African American	400	99.8	55.9	37.3	6.8	56.2	67.9	66.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	107	100	46.9	41.7	11.5	65.6	76.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	64	98.4	80	16	4	32	46.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	106	100	46.3	41.1	12.6	67.4	77.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	510	100	52	38.4	9.6	60.7	69.2	70.2	Yes	Yes

* 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

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	398	99.3	54.7	37.2	8.1	45.3	68.9	67.5
Gender								
Male	216	99.5	52.5	38	9.5	47.5	68.2	67
Female	182	98.9	57	36.4	6.7	43	69.6	68
Racial/Ethnic Group								
White	56	100	40.4	46.8	12.8	59.6	90.4	79.5
African American	257	99.6	57.8	36.3	5.8	42.2	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	75	97.3	58.2	32.8	9	41.8	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	42	97.6	80.6	9.7	9.7	19.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	74	97.3	54.5	33.3	12.1	45.5	58.3	59.6
Socio-Economic Status								
Subsided meals	343	99.4	54.1	37.5	8.4	45.9	50.2	55.1

Social Studies

All Students	401	99.3	46.4	40.7	12.8	53.6	76.8	72.3
Gender								
Male	231	99.6	50	37.9	12.1	50	75.3	71.5
Female	170	98.8	41.8	44.4	13.7	58.2	78.4	73.2
Racial/Ethnic Group								
White	60	98.3	33.3	43.1	23.5	66.7	91.5	80.7
African American	265	99.3	48.7	41.1	10.2	51.3	62.7	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	66	100	52.6	36.8	10.5	47.4	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	43	95.4	66.7	30.3	3	33.3	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	65	100	51.8	35.7	12.5	48.2	71.6	67.9
Socio-Economic Status								
Subsided meals	338	99.1	46.8	41	12.2	53.2	64	62.1

Abbreviations for Missing Data

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

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	598	98.7	45.1	40.6	14.3	54.9	74.1	70.2	94.1	96
Gender										
Male	323	98.1	53.5	35.8	10.6	46.5	67.8	63.2	93.6	95.9
Female	275	99.3	35.8	45.9	18.3	64.2	80.6	77.5	94.7	96.1
Racial/Ethnic Group										
White	79	100	43.1	37.5	19.4	56.9	90.4	79.1	91.7	95.9
African American	401	98	44.1	41.6	14.2	55.9	59.2	57.6	94.2	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.9	86.2	95.7	97
Hispanic	107	100	50	41	9	50	61.1	62.6	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	73.6	95.8
Disability Status										
Disabled	64	95.3	N/AV	N/AV	N/AV	4	29.6	26.1	92.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	106	100	51.5	38.4	10.1	48.5	60.2	61.2	95.8	96.5
Socio-Economic Status										
Subsidized meals	507	98.8	44.1	41.5	14.4	55.9	59.1	58.9	94.1	95.7

Abbreviations for Missing Data

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

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	203	100	51.6	36.8	11.5	48.4
	7	197	100	45.2	38.7	16.1	54.8
	8	203	99	52.5	39.7	7.8	47.5
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	203	100	44.5	44.5	11	55.5
	7	197	100	45.8	43.5	10.7	54.2
	8	202	99.5	62.6	31.3	6.1	37.4
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	103	97.1	61.8	30.3	7.9	38.2
	7	197	100	40.2	49.7	10.1	59.8
	8	98	100	75.6	19.8	4.7	24.4
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	102	99	36.3	57.1	6.6	63.7
	7	196	99	55.1	27.5	17.4	44.9
	8	103	100	40.9	48.4	10.8	59.1
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	198	99	44.4	40.6	15	55.6
	7	194	98.5	45.3	37.6	17.1	54.7
	8	206	98.5	45.5	43.4	11.1	54.5

Abbreviations for Missing Data

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