

A L CORBETT MIDDLE

10 A.L. Corbett Circle
Wagener, SC 29164

Grades	6-8 Middle School	
Enrollment	224 Students	
Principal	Dr. Deborah Bass	803-564-1050
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	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

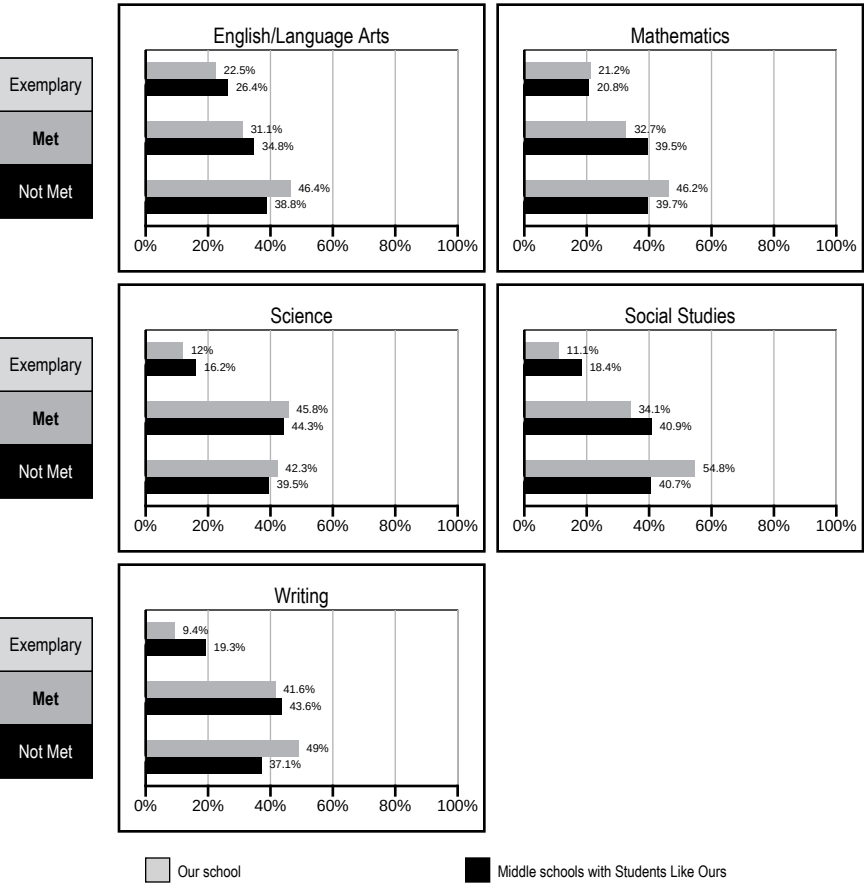
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	16	1

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	94.4%
English 1	100.0%	96.8%
Physical Science	N/A	80.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=224)				
Students enrolled in high school credit courses (grades 7 & 8)	37.8%	Down from 46.1%	19.0%	24.2%
Retention rate	0.0%	No Change	0.8%	0.7%
Attendance rate	95.5%	Down from 95.7%	95.4%	95.9%
Eligible for gifted and talented	8.7%	Down from 9.1%	12.7%	16.4%
With disabilities other than speech	21.4%	Up from 17.0%	13.7%	12.0%
Older than usual for grade	2.2%	Up from 1.2%	3.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	45.0%	Up from 40.0%	57.4%	58.5%
Continuing contract teachers	85.0%	Up from 70.0%	75.0%	80.0%
Teachers with emergency or provisional certificates	15.0%	Up from 10.5%	5.0%	4.0%
Teachers returning from previous year	84.0%	Down from 91.0%	82.9%	84.6%
Teacher attendance rate	93.3%	Down from 95.3%	95.0%	95.4%
Average teacher salary*	\$44,472	Down 3.2%	\$45,756	\$46,561
Professional development days/teacher	10.3 days	Down from 19.1 days	10.8 days	10.2 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 17.0 to 1	20.5 to 1	21.1 to 1
Prime instructional time	86.9%	Down from 90.1%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.0%	Up from 75.9%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,562	Up 1.1%	\$8,591	\$7,802
Percent of expenditures for instruction**	63.4%	Up from 61.2%	62.2%	63.8%
Percent of expenditures for teacher salaries**	58.8%	Up from 47.1%	58.2%	60.0%

* 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 2009-2010 school year was my last as principal to work with the leadership team and make plans for student success. We focused on our Strategic Plan and made revisions as we learned more about implementing Making Middle Grades Work and we embraced the middle school literacy initiative directed by the District. Our emphasis on school-wide reading and remediation in math and ELA included gender-based math enrichment and reading renaissance classes for students grouped by academic achievement needs. A reading interventionist joined the faculty to implement the literacy model and work directly with struggling readers. The sixth grade team engaged in staff development to support and develop the literacy model across the sixth grade curriculum.

Every teacher engaged in the math and reading remediation initiatives with the math and reading teachers planned lessons that targeted students' academic weaknesses based on individual RIT levels and PASS results. Science and social studies teachers implemented remediation opportunities with a computer-assisted program supporting the standards for these content areas. Other safety nets for students included computer programs for remediation, an afterschool program, an early-morning homework center, connecting core content to the arts, a reading interventionist, and tutoring by teachers. The addition of the synergistic lab increased differentiated learning opportunities for students in all content areas.

The grant partnership with the Ruth Patrick Center at USCA (Center for Excellence: Middle-level Interdisciplinary Strategies for Teaching) complemented the school's early-release-day professional development plan, provided field trips for students, and supported curriculum development for interdisciplinary planning. The academic schedule included opportunities for teachers to collaborate by grade level and content area. Title I and Technical Assistance funds helped to reduce class size and enriched content learning with access to more technology.

Parent communication included online grade access; email; website updates; monthly parent information nights; monthly parent information mornings; newsletters from each grade level; monthly newsletters from the school; and offerings of volunteer opportunities. Community awareness increased by hosting a quarterly meeting of local clergy, meeting monthly with local community leaders, and involving community members to share their expertise 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 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 decisions that improve the quality of life for the students in our rural service area.

Respectfully submitted by Deborah Bass, Ph.D., principal, and Erria Daniels, School Improvement Council chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	55	48
Percent satisfied with learning environment	90.9%	72.2%	68.8%
Percent satisfied with social and physical environment	90.9%	67.3%	56.3%
Percent satisfied with school-home relations	77.3%	81.8%	74.5%

* 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 19 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

R-DELAY

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	220	100	46.4	29.7	23.9	66.5	85.1	83.5	Yes	Yes
Gender										
Male	116	100	55	24.3	20.7	60.4	82.1	80.1	N/A	N/A
Female	104	100	36.7	35.7	27.6	73.5	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	94	100	33.7	33.7	32.6	75.3	89.8	89.6	Yes	Yes
African American	123	100	56.4	26.5	17.1	59.8	77.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	48	100	73.9	13	13	37	50.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	51.9	29.4	18.8	60.6	79.4	76.9	Yes	Yes

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

All Students	220	100	46.4	33	20.6	63.2	79.8	80.4	Yes	Yes
Gender										
Male	116	100	48.6	31.5	19.8	59.5	78.1	78.4	N/A	N/A
Female	104	100	43.9	34.7	21.4	67.3	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	94	100	40.4	31.5	28.1	71.9	86.1	87.8	Yes	Yes
African American	123	100	50.4	35	14.5	57.3	70	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	48	100	73.9	13	13	28.3	43.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	50	33.8	16.3	58.8	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	154	98.7	41.8	44.5	13.7	58.2	65.3	67.3
Gender								
Male	76	98.7	45.1	40.8	14.1	54.9	65.8	66.9
Female	78	98.7	38.7	48	13.3	61.3	64.8	67.7
Racial/Ethnic Group								
White	69	100	31.8	48.5	19.7	68.2	76.4	79.6
African American	84	97.6	50.6	41.8	7.6	49.4	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	32	93.8	75.9	13.8	10.3	24.1	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	53.7	58.6
Socio-Economic Status								
Subsidized meals	117	98.3	45.9	42.3	11.7	54.1	53	55.4

Social Studies

All Students	150	99.3	54.6	33.3	12.1	45.4	66.2	70.9
Gender								
Male	80	100	48.7	35.9	15.4	51.3	66.5	70.1
Female	70	98.6	61.9	30.2	7.9	38.1	66	71.7
Racial/Ethnic Group								
White	63	100	55	31.7	13.3	45	73.7	79.2
African American	84	98.8	55.1	34.6	10.3	44.9	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	34	97.1	80.6	12.9	6.5	19.4	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.1	68
Socio-Economic Status								
Subsidized meals	116	99.1	62.7	27.3	10	37.3	55.5	60.8

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	222	93.7	48	42.4	9.6	52	73.1	72.1	95.5	95.9
Gender										
Male	117	90.6	57.8	37.3	4.9	42.2	66.6	65.2	95.1	95.8
Female	105	97.1	37.5	47.9	14.6	62.5	80	79.2	96	96
Racial/Ethnic Group										
White	98	94.9	40.2	49.4	10.3	59.8	79.8	80.8	94.2	95.7
African American	121	93.4	54.1	36.7	9.2	45.9	62.9	59.7	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	N/A	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.1	64.6	97.5	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	98.3	96.4
Disability Status										
Disabled	47	78.7	N/AV	N/AV	N/AV	8.6	24.3	27.7	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	63.7	N/A	96.5
Socio-Economic Status										
Subsidized meals	169	92.9	53.3	40.7	6	46.7	63.6	61.9	95.5	95.3

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	87	100	48.1	39.2	12.7	51.9
	7	76	100	52.1	31.5	16.4	47.9
	8	70	100	45.5	40.9	13.6	54.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	100	33.3	31.8	34.8	66.7
	7	83	100	43.8	36.3	20	56.3
	8	67	100	63.5	19	17.5	36.5
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	87	100	41.8	40.5	17.7	58.2
	7	76	100	46.6	39.7	13.7	53.4
	8	70	100	43.9	37.9	18.2	56.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	100	37.9	39.4	22.7	62.1
	7	83	100	48.8	27.5	23.8	51.3
	8	67	100	52.4	33.3	14.3	47.6
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	45	100	59.5	35.7	4.8	40.5
	7	75	100	43.1	44.4	12.5	56.9
	8	34	100	66.7	18.2	15.2	33.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	42.4	45.5	12.1	57.6
	7	83	100	31.3	52.5	16.3	68.8
	8	36	97.2	66.7	24.2	9.1	33.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	42	100	45.9	51.4	2.7	54.1
	7	74	100	60.6	26.8	12.7	39.4
	8	36	100	54.5	36.4	9.1	45.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	38.7	45.2	16.1	61.3
	7	83	100	58.8	31.3	10	41.3
	8	32	100	60	26.7	13.3	40
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	87	96.6	62.8	30.8	6.4	37.2
	7	76	90.8	49.3	40.3	10.4	50.7
	8	69	97.1	48.4	39.1	12.5	51.6
2010	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	71	93	29.5	50.8	19.7	70.5
	7	85	95.3	46.2	47.4	6.4	53.8
	8	66	92.4	69.5	27.1	3.4	30.5

Abbreviations for Missing Data

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