

SC Annual School Report Card Summary

A L CORBETT MIDDLE

Aiken

Grades: 6-8

Enrollment: 224

Principal: Dr. Deborah Bass

Superintendent: Dr. Elizabeth Everitt

Board Chair: Dr. Christine Harkins

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 AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	Below Average	TBD	TBD	Not Met	R-DELAY
2009	Below Average	At-Risk	N/A	N/A	Not Met	R
2008	At-Risk	At-Risk	N/A	N/A	Not Met	R

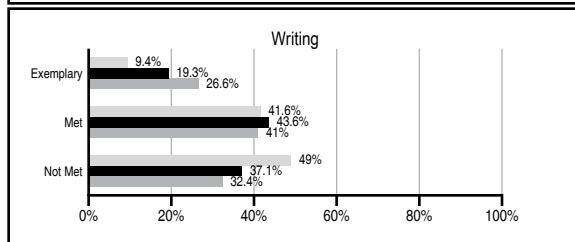
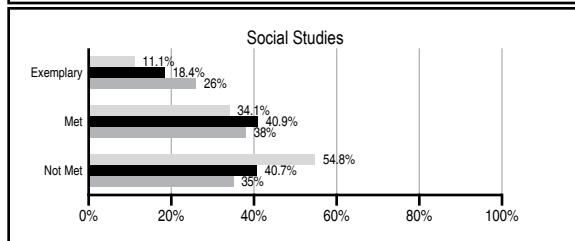
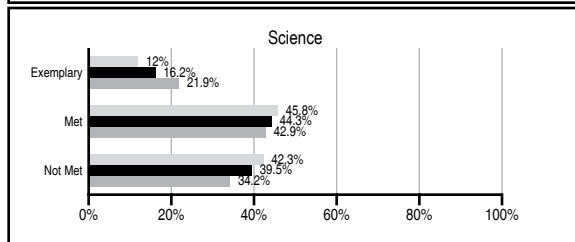
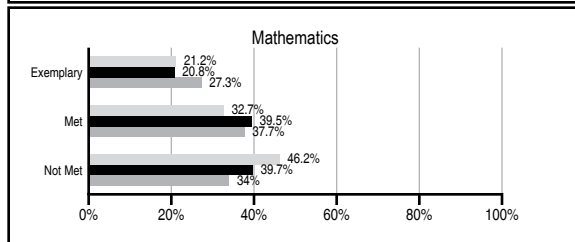
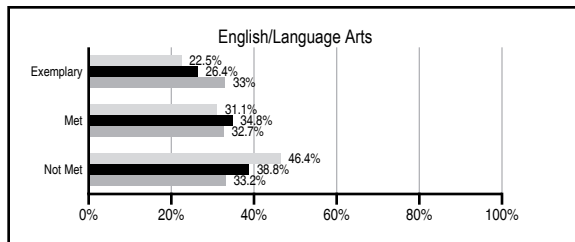
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	1	30	16	1

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

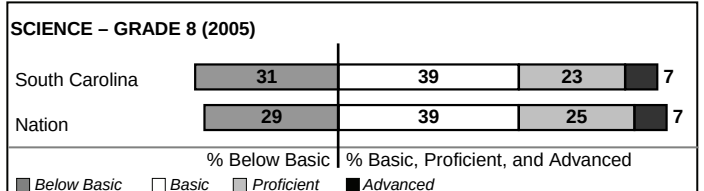
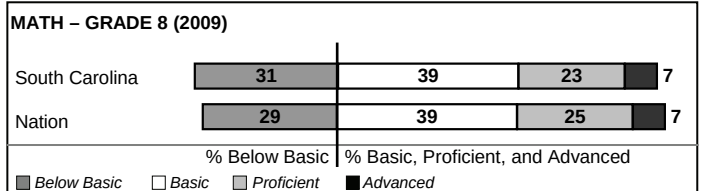
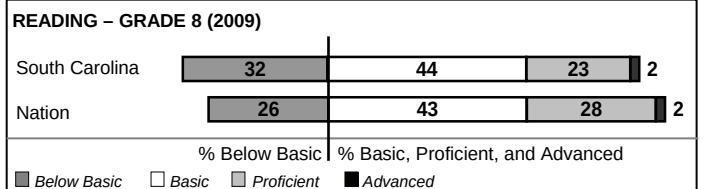
PASS PERFORMANCE

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 - 2010

% 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	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

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 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.

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=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
Classes not taught by highly qualified teachers	0.0%	No Change	1.2%	1.3%
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%
% of AYP objectives met	90.5%	Up from 89.5%	90.5%	92.3%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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