

ALCORN MIDDLE

5125 Fairfield Road
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	355 Students	
Principal	Dr. Baron Davis	803-735-3439
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Average**
2010	At-Risk	At-Risk
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

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 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.

http://ed.sc.gov
http://.eoc.sc.gov

ALCORN MIDDLE	11/09/11-4001019

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

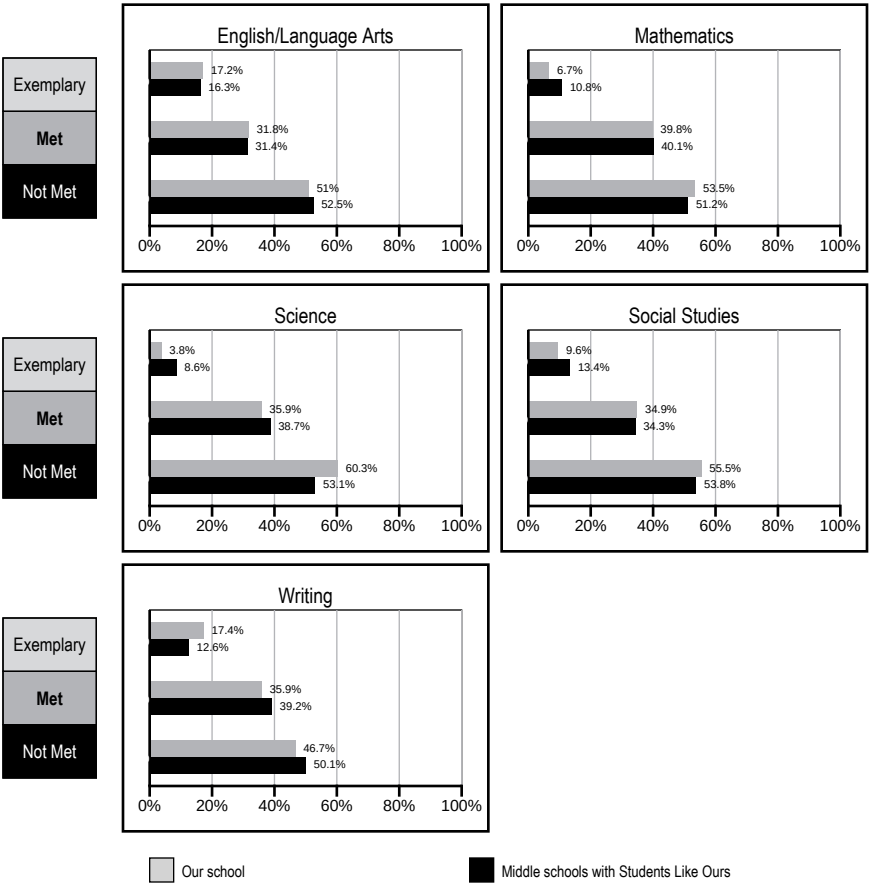
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	25	25

* Ratings are calculated with data available by 11/09/2011.

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%	88.9%
English 1	N/A	86.5%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=355)				
Students enrolled in high school credit courses (grades 7 & 8)	34.1%	Up from 20.2%	13.3%	24.5%
Retention rate	2.0%	Up from 0.6%	1.0%	0.7%
Attendance rate	96.1%	Up from 96.0%	95.3%	95.9%
Served by gifted and talented program	8.9%	Up from 7.5%	5.4%	17.8%
With disabilities other than speech	15.8%	Down from 17.7%	11.2%	9.2%
Older than usual for grade	1.4%	Down from 7.6%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 6.0%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Down from 81.1%	60.0%	60.0%
Continuing contract teachers	63.6%	Down from 75.7%	68.6%	82.6%
Teachers returning from previous year	80.3%	Up from 78.4%	77.3%	85.6%
Teacher attendance rate	94.4%	Up from 93.0%	95.3%	95.3%
Average teacher salary*	$48,128	Down 5.8%	$44,386	$46,300
Professional development days/teacher	10.2 days	Down from 12.1 days	10.2 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 19.1 to 1	18.0 to 1	21.5 to 1
Prime instructional time	87.6%	Down from 87.7%	89.1%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.1%	Down from 100.0%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$11,895	Down 14.9%	$10,113	$7,634
Percent of expenditures for instruction**	63.8%	Down from 65.7%	60.1%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Down from 61.6%	56.0%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Alcorn Middle School's administration, faculty, and staff continue to focus on quality instruction, proactive discipline, and a positive school climate. Academic achievement and improved PASS scores continue to be our top priority. The shareholders-parents, students, staff, and community have set as our priority the task of making our vision ("providing a safe, secure environment that fosters optimal teaching and learning through a rigorous and relevant curriculum") become a reality.

Funds from the South Carolina Department of Education, Office of Special Projects, provided the needed funds for additional professional development to provide TARGETED professional development towards specific needs of teachers, which has positively impacted student achievement, as evidenced by the analysis of MAP scores in the spring of 2011 (areas of English and math). The MAP testing provides diagnostic information on individual student achievement and is being used to target instruction. Based on the data, flexible grouping, targeted instruction, individual tutoring, common benchmarks, and differentiated instruction have been implemented in an effort to improve test scores. The use of pacing guides was used to prioritize and align instruction with state standards to improve achievement and plan for mastery of standards.

Our accomplishments are many. We have been named America's School of Promise, a Red Carpet School, a Gateway to Technology School, a Community Learning Center Grant Recipient, South Carolina Economics Stock Market Game Winner, and Columbia Choice Award Winner. In collaboration with two other district middle schools, we established a Distance Learning math class taught by one of our math teachers to provide enrichment for our accelerated students thereby increasing the probability for students to score exemplary. Subsequently, our Algebra I students garnered a pass rate of 100% with a mean for the school of 91.6%. Though we have accomplished much, we continue to closely disaggregate our test scores in order to maximize our staff/professional development strategies and increase the number of students meeting or exceeding the state standards on the Palmetto Assessment of State Standards (PASS). We have an attendance rate (students) of 96.6 %; referrals have been reduced by over 60% in the last two years.

As a result of the collaborative efforts of all our stakeholders, our school continues to move forward. We have identified goals that we must attain in order to continue to improve significantly. Our most significant goal, and challenge, is ensuring that ALL students are exposed to a rigorous and relevant curriculum. Our facility provides classrooms with state-of-the-art technology, science labs, computer labs, and new athletic facilities, providing a positive learning environment for our students.

In the upcoming year, Alcorn Middle School will continue to lead our students into the future with a program of quality instruction that promotes rigor in the classroom, aligns instruction with South Carolina standards, uses data analysis to provide differentiated instructional strategies, direct instruction, and grouping, and provides quality authentic assessment. Through our literacy class we will continue to focus on reading, writing, and vocabulary development across the curriculum and interdisciplinary curriculum.

Martha Brown, SIC Chairperson Dr. Baron R. Davis, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	76	45
Percent satisfied with learning environment	71.4%	90.8%	93.3%
Percent satisfied with social and physical environment	80.0%	90.4%	86.0%
Percent satisfied with school-home relations	47.1%	78.7%	80.0%

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

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School Adequate Yearly Progress	NO

This school met 16 out of 17 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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ALCORN MIDDLE										11/09/11-4001019
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	347	99.4	51	31.8	17.2	62.1	78.3	82.4	Yes	Yes
Gender										
Male	165	100	60.5	27.9	11.6	50.3	74.3	78.7	N/A	N/A
Female	182	98.9	42.5	35.3	22.2	72.5	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	318	99.7	51.9	32.4	15.7	60.6	74.2	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	26	100	36	28	36	84	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	72	98.6	87.1	11.3	1.6	22.6	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	44.4	33.3	22.2	83.3	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	327	99.4	50.8	32	17.2	62.3	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	346	99.4	53.5	39.8	6.7	59.2	75.1	81.9	Yes	Yes
Gender										
Male	165	100	60.5	36.1	3.4	51	73.5	79.9	N/A	N/A
Female	181	98.9	47.3	43.1	9.6	66.5	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	317	99.7	54.4	39.4	6.3	57.5	70.3	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	26	100	40	48	12	80	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	72	98.6	N/AV	N/AV	N/AV	19.4	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	38.9	44.4	16.7	83.3	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	326	99.4	53.5	39.7	6.7	59.6	69.8	74.9	Yes	Yes

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

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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	227	99.6	60.5	35.7	3.8	39.5	58.7	68.6
Gender								
Male	111	100	66	29	5	34	58.2	68.3
Female	116	99.1	55.5	41.8	2.7	44.5	59.2	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	80.7
African American	203	100	60.4	35.8	3.7	39.6	51	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	21	100	55	40	5	45	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	46	97.8	N/AV	N/AV	N/AV	7.1	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	16	100	60	33.3	6.7	40	54.3	60.7
Socio-Economic Status								
Subsidized meals	215	99.5	60.3	35.7	4	39.7	50.1	57.3
Social Studies								
All Students	229	99.6	55.7	34.8	9.5	44.3	64.7	72.5
Gender								
Male	108	100	57.7	32	10.3	42.3	63.6	72
Female	121	99.2	54	37.2	8.8	46	65.8	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	81
African American	211	100	54.9	36.3	8.8	45.1	58.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	15	100	57.1	21.4	21.4	42.9	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	50	98	88.4	9.3	2.3	11.6	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	217	99.5	56	34.5	9.5	44	56.8	62.9

Abbreviations for Missing Data

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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	99	100	46.7	35.9	17.4	53.3	66.5	73.2	96.1	96.1
Gender										
Male	48	100	59.5	33.3	7.1	40.5	62	67.2	96.1	95.9
Female	51	100	36	38	26	64	71.2	79.4	96.2	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	92.2	96.2
African American	90	100	49.4	34.9	15.7	50.6	60.7	61.3	96.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	97	96.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	6.7	23.7	26	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.2	65.7	94.5	95.9
Socio-Economic Status										
Subsidized meals	83	100	45.5	37.7	16.9	54.5	59.1	63.2	96.1	95.9

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ALCORN MIDDLE 11/09/11-4001019

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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	129	100	54.8	34.8	10.4	45.2
	7	129	99.2	56.8	31.5	11.7	43.2
	8	96	100	62.1	28.7	9.2	37.9
2011	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	135	99.3	49.6	32.8	17.6	50.4
	7	111	100	54.8	31.7	13.5	45.2
	8	101	99	48.4	30.8	20.9	51.6
Mathematics							
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	129	100	67.8	27	5.2	32.2
	7	129	99.2	61.3	32.4	6.3	38.7
	8	96	99	64.4	33.3	2.3	35.6
2011	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	135	99.3	56.3	37.8	5.9	43.7
	7	110	100	64.4	32.7	2.9	35.6
	8	101	99	37.4	50.5	12.1	62.6
Science							
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	66	100	67.2	31	1.7	32.8
	7	128	100	61.3	33.3	5.4	38.7
	8	44	97.7	73.2	22	4.9	26.8
2011	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	68	100	70	28.3	1.7	30
	7	110	100	57.7	38.5	3.8	42.3
	8	49	98	54.3	39.1	6.5	45.7

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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							
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	63	100	43.9	54.4	1.8	56.1
	7	128	99.2	72.7	20	7.3	27.3
	8	52	98.1	N/A	N/A	N/A	31.1
2011	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	66	100	42.4	50.8	6.8	57.6
	7	110	100	74	20.2	5.8	26
	8	53	98.1	31.9	46.8	21.3	68.1
Writing							
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	139	100	51.6	38.5	9.8	48.4
	7	128	100	62.9	34.5	2.6	37.1
	8	94	98.9	46	42.5	11.5	54
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	99	100	46.7	35.9	17.4	53.3

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