



## Alston Middle School

500 Bryan Street  
Summerville, SC 29483

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	893 Students	
<b>Principal</b>	Thad Schmenk	843-873-3890
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	C. Gail Hughes	843-261-3806

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Average</b>
2012	Good	Excellent
2011	Good	Good
2010	Good	Good
2009	Average	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 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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

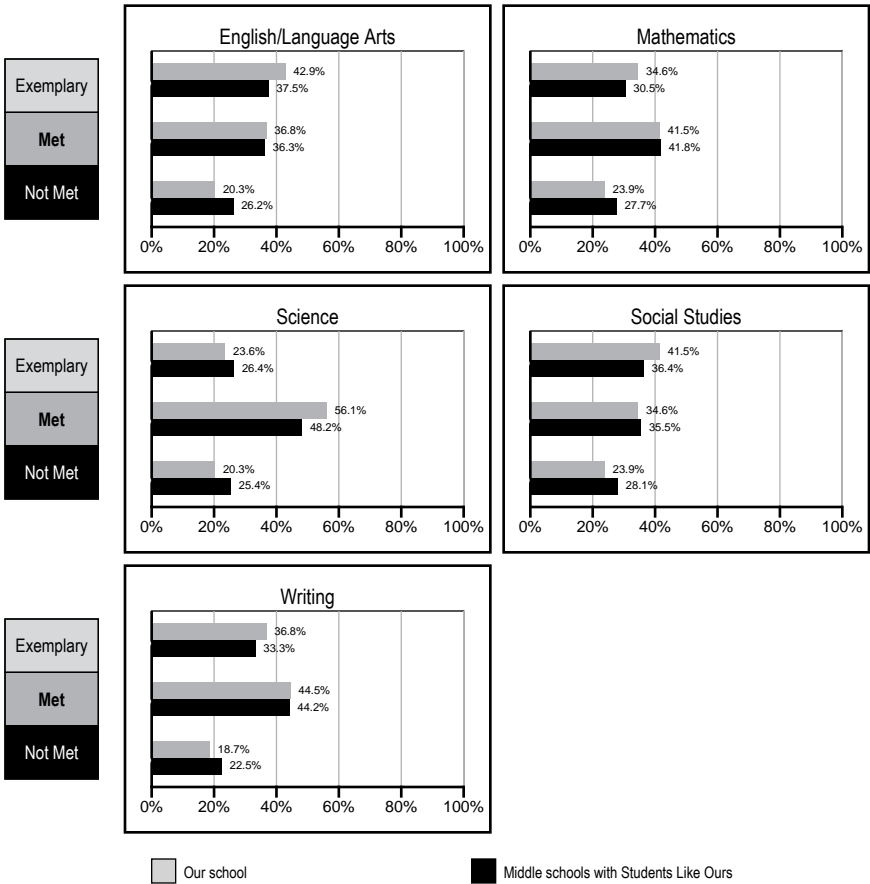
96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
7	22	27	1	1

\* Ratings are calculated with data available by 03/14/2014.

**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%	95.8%
English 1	93.8%	93.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.4%	95.2%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=893)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	34.0%	Down from 41.9%	27.9%	24.6%
Retention rate	1.3%	Up from 1.0%	0.5%	0.6%
Attendance rate	96.3%	Down from 96.5%	95.9%	95.9%
Served by gifted and talented program	19.2%	N/A	21.4%	18.5%
With disabilities	12.4%	N/A	12.8%	13.0%
Older than usual for grade	4.6%	N/A	4.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.4%	Up from 2.1%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	45.0%	Down from 50.9%	65.8%	61.5%
Continuing contract teachers	60.0%	Down from 65.5%	83.3%	77.2%
Teachers returning from previous year	83.4%	Down from 84.0%	88.8%	85.9%
Teacher attendance rate	92.4%	Down from 93.4%	94.6%	94.9%
Average teacher salary*	\$43,637	Up 1.6%	\$48,394	\$47,313
Professional development days/teacher	10.3 days	Up from 8.5 days	9.4 days	10.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 25.5 to 1	22.6 to 1	22.1 to 1
Prime instructional time	87.0%	Down from 88.4%	89.7%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 96.2%	98.8%	99.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$6,369	Up 1.9%	\$7,074	\$7,239
Percent of expenditures for instruction**	61.0%	Down from 63.0%	64.0%	63.0%
Percent of expenditures for teacher salaries**	55.0%	Down from 61.8%	61.0%	61.0%

\* 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

As one of the oldest schools in Dorchester District Two, Alston Middle School has a long history of excellence, and the 2012–2013 school year was no exception. With an “All Hands on Deck” mindset, teachers, parents, business partners and volunteers worked to develop true relationships with students and with each other. Rallying around a re-commitment to excellence in academics and to meeting the needs of all students, AMS realized many notable achievements this past year.

First and foremost, students and teachers focused on instructional goals that resulted in AMS earning the Palmetto Gold Award for academic excellence. Our students also performed well at the Quest Academic Competition, bringing home the 2nd place award for overall performance (Level 1) for the second year in a row. Teachers, the PTSA, and the SIC increased security measures, started a food pantry, and offered meaningful after school programs for students and parents. Students demonstrated their fine arts talents via numerous performances, with the Musical Fame and the special theatrical production of “Edgar Allen Poe’s House” being two exceptional highlights. Furthermore, our coaches and athletes performed well on the athletic courts and fields, demonstrating both athleticism and sportsmanship.

This year, Alston Middle School also renewed its commitment to be a community school. During this school year, we contributed to our community’s needs by providing baskets of food and supplies in November and December to our local food bank and families in need. Contributions to charitable organizations included donations to the United Way, Leukemia Society, and the H.E.N. project. We participated in community events such as the Komen Race for the Cure, the Summerville farmers’ market, and the “Scarecrows on the Square” festival. AMS is committed to developing successful productive citizens who understand the needs and goals of our local area. We know and understand that involvement and support from our families, students, and community stakeholders is essential to our students’ success and achievement.

As we look to the future, AMS is prepared to take on the challenges that a new state testing system and the transition to Common Core Standards will bring. We embrace the need to develop a curriculum and core set of instructional strategies that will prepare students to be both college and career ready as well as provide them the life skills necessary to be a productive citizen in the 21st century. Our recent partnerships with Junior Achievement to provide career speakers, with SPAWAR to provide support for our Robotics/Lego team, and a grant of \$75,000 from Boeing to bring pre-engineering courses to our campus will surely give AMS an essential boost in taking on these challenges.

In summary, we take exceptional pride in the strength and diversity of the programs we offer, in the quality of our teachers, in the participation of our parents, and especially in the accomplishments of our students. We will continue to demonstrate a committed effort toward communicating our school’s vision, improving student achievement, and exhibiting pride in accomplishing our goals.

Thad Schmenk, Principal    Anna Prinic, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	188	73
Percent satisfied with learning environment	98.2%	71.8%	93.2%
Percent satisfied with social and physical environment	96.5%	77%	82.2%
Percent satisfied with school-home relations	80%	87.3%	90.5%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>92.7</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Alston Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 6-8</b>						
All Students	657.5	656.8	634.1	648.5	99.8	99.8
Male	657.5	658.8	637.3	657.8	99.6	99.6
Female	657.4	654.7	631.0	638.6	100.0	100.0
White	670.6	671.5	647.8	663.7	99.8	99.8
African American	637.7	633.8	614.1	627.7	99.7	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	607.6	610.0	595.5	606.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	642.3	641.0	620.7	631.9	99.6	99.6
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	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	289	100	25.3	34.3	40.4	74.7
	7	288	99.7	27.8	33.5	38.8	72.2
	8	295	100	22.9	30.8	46.2	77.1
<b>2013</b>	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	299	100	13.9	41.6	44.5	86.1
	7	313	99.7	23.2	37.7	39.1	76.8
	8	274	99.6	23.7	31.3	45	76.3
<b>Mathematics</b>							
<b>2012</b>	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	289	100	20.2	37.5	42.2	79.8
	7	288	99.7	28.9	34.2	36.9	71.1
	8	295	100	21.1	40.1	38.7	78.9
<b>2013</b>	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	299	100	16.4	40.6	43.1	83.6
	7	313	99.7	31	37.7	31.3	69
	8	274	99.6	24.9	47	28.1	75.1
<b>Science</b>							
<b>2012</b>	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	150	100	28.7	58	13.3	71.3
	7	288	99.7	23.2	36.9	39.9	76.8
	8	143	100	17.6	39	43.4	82.4
<b>2013</b>	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	150	100	18.4	64.5	17	81.6
	7	313	99.7	22.5	57.7	19.7	77.5
	8	136	99.3	20.5	40.2	39.3	79.5

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
<b>Social Studies</b>							
<b>2012</b>	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	140	100	9.6	39.3	51.1	90.4
	7	287	99.7	30.2	33.6	36.3	69.8
	8	152	100	19.6	29.4	51	80.4
<b>2013</b>	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	155	100	14.4	41.8	43.8	85.6
	7	313	99.7	28.9	29.9	41.2	71.1
	8	138	99.3	26.8	35.4	37.8	73.2
<b>Writing</b>							
<b>2012</b>	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	300	98.3	17	35.7	47.3	83
<b>2013</b>	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	295	97.3	16.1	45.3	38.7	83.9
	7	310	97.7	21.6	47.3	31.1	78.4
	8	264	98.9	17.4	40.9	41.7	82.6

Abbreviations for Missing Data

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