



Ft Johnson Middle

1825 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	535 Students	
Principal	David A. Parler	843-762-2740
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	Excellent	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Good	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

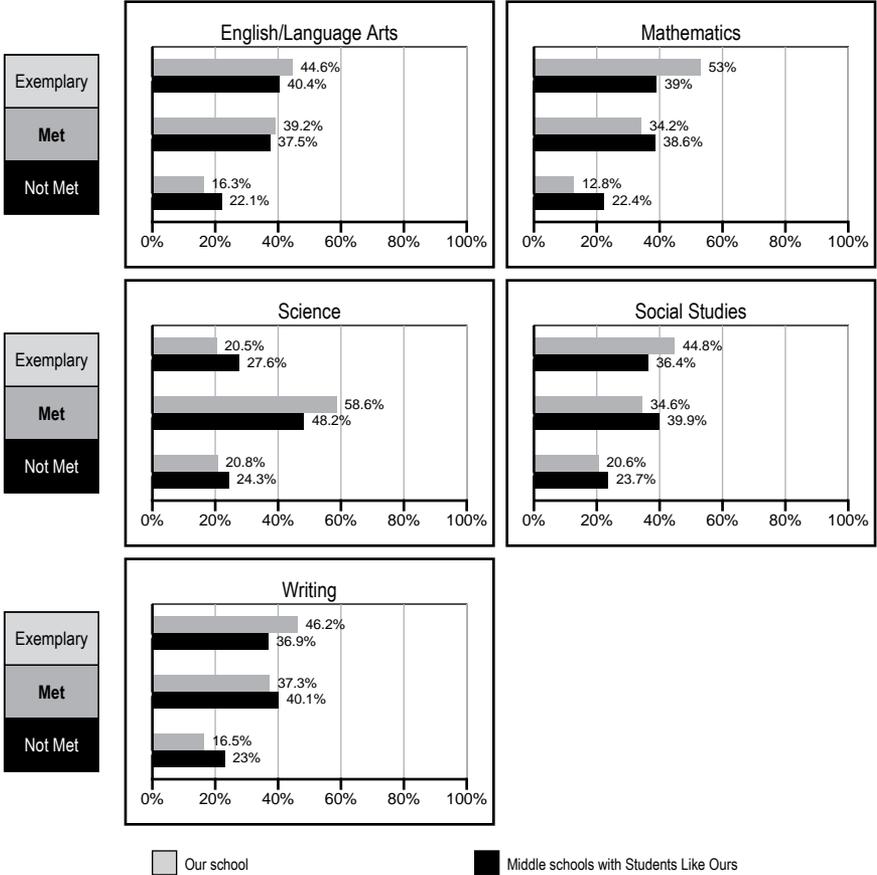
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	19	9	0	0

* 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	100.0%	99.1%
English 1	N/A	94.1%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=535)				
Students enrolled in high school credit courses (grades 7 & 8)	73.8%	Up from 27.5%	29.8%	21.6%
Retention rate	3.4%	Down from 3.5%	1.1%	1.2%
Attendance rate	95.8%	Down from 95.9%	96.3%	95.9%
Eligible for gifted and talented	24.7%	Down from 26.4%	23.7%	14.8%
With disabilities other than speech	12.5%	Down from 13.9%	11.2%	12.6%
Older than usual for grade	2.6%	Down from 3.6%	1.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Down from 3.6%	0.4%	0.6%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Down from 44.4%	60.0%	56.9%
Continuing contract teachers	69.4%	Up from 66.7%	78.4%	72.7%
Teachers with emergency or provisional certificates	9.1%	Up from 3.6%	4.0%	5.3%
Teachers returning from previous year	75.4%	Down from 76.1%	85.7%	82.9%
Teacher attendance rate	95.1%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$42,870	Up 2.6%	\$48,564	\$46,599
Professional development days/teacher	15.0 days	Down from 15.6 days	11.2 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	3.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.1 to 1	21.5 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 90.3%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 96.0%	97.7%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,199	Up 10.8%	\$6,994	\$7,645
Percent of expenditures for instruction**	67.0%	Up from 66.4%	66.3%	63.4%
Percent of expenditures for teacher salaries**	62.6%	Up from 51.5%	60.3%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The mission of Fort Johnson Middle School is to provide a safe, academically challenging environment, in partnership with families and the community, to develop confident, responsible life-long learners. Ours is a community school that has seen at least three generations pass through its doors. There have been many successes over the years and we look forward to many more in the future.

FJMS strives to provide a well-rounded atmosphere of learning for its students. This is accomplished by the efforts of everyone including faculty, students, parents, and the School Improvement Council. Our guidance department continued a number of programs this year including: Heroes, Buds and Buddies, Random Acts of Kindness, Black Enterprise, Core Team, and Positive Behavior Intervention Support (PBIS). Ms. Erica Cuicci, career counselor has guided our students who have participated in Groundhog Job Shadowing Day; the MUSC Life Science Tour; Women in Aviation Tour; Supreme Court and State House Tour; Guys in Ties; and Careers in Heels. In addition, she provided career assessments for all students and organized our annual career fair.

The School Improvement Council worked on updating the school's five-year strategic plan, and hopes to continue reviewing future initiatives such as the single gender initiative; a rotating schedule; and grades on eChalk. The council will continue to evaluate parent, teacher, and student climate surveys and recommend initiatives as needed.

Our students are one of our greatest assets and in 2008-2009 they continued to excel academically, athletically, and in the fine arts. The school received an absolute rating of "average" on the 2008 report card. A rating of "average" means that our school performance meets the standards for progress toward the 2010 SC Performance Goal. A number of students participated and won awards in the Lowcountry Science Fair, and the QUEST competition, with the sixth grade team placing first in the tri-county competition. In addition, 34 eighth graders were named as South Carolina Junior Scholars based upon their performance on the PSAT and SAT. Forty-eight seventh graders qualified to take the SAT for Duke TIP identification and five were named Duke TIP scholars. Our sports programs continued to be a success, with students participating in football, basketball, volleyball, cheerleading, golf, track and field, cross country track, and tennis. Our fine arts programs continued to produce some very talented students, with strong participation by band, and strings students in All-County, Region 4 Band, All-State Band, and Solo and Ensemble Festival. The Fort Johnson Players put on two outstanding shows in 2008-2009, Guys and Dolls and Oklahoma.

We encourage all parents to become involved in your child's education through participation in the School Improvement Council, the athletic booster club, and the PTA, or through special events and activities. The school will continue to shine when parents, students, and faculty work together for the children's education.

David A. Parler, Principal and Michael Peterson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	129	71
Percent satisfied with learning environment	93.8%	74.8%	85.7%
Percent satisfied with social and physical environment	96.9%	85.9%	85.9%
Percent satisfied with school-home relations	84.4%	89.0%	75.7%

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

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School Adequate Yearly Progress

YES

This school met 21 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

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	0.7%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	526	100	16	39.4	44.6	89.6	84.9	82.8	Yes	Yes
Gender										
Male	279	100	19.2	34.6	46.2	86.8	81.8	79.3	N/A	N/A
Female	247	100	12.4	44.9	42.7	92.7	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	374	100	8.4	36.2	55.4	94.4	95.8	89.5	Yes	Yes
African American	131	100	35.8	52.5	11.7	75.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	12	100	33.3	16.7	50	83.3	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	58	100	40.7	37	22.2	63	53.5	52	Yes	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	4	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	184	100	32	46.2	21.9	79.3	74.9	75.5	Yes	Yes

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

All Students	525	100	13.8	37.9	48.3	90.8	81	78.9	Yes	Yes
Gender										
Male	279	100	14.7	34.6	50.8	89.5	79.3	77	N/A	N/A
Female	246	100	12.9	41.6	45.5	92.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	373	100	8.1	32.4	59.5	94.7	94.6	87.2	Yes	Yes
African American	131	100	30	55.8	14.2	80.8	67.9	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	12	100	16.7	33.3	50	83.3	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	58	100	40.7	46.3	13	66.7	46.9	45.5	Yes	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	4	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	183	100	28.6	53	18.5	81.5	69.2	70.2	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	353	100	20.5	58.9	20.5	79.5	68.9	67.5
Gender								
Male	190	100	19.8	55.5	24.7	80.2	68.2	67
Female	163	100	21.4	63	15.6	78.6	69.6	68
Racial/Ethnic Group								
White	255	100	11.9	61.5	26.6	88.1	90.4	79.5
African American	83	100	46.8	51.9	1.3	53.2	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	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	38	100	42.9	45.7	11.4	57.1	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	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	123	100	41.6	52.2	6.2	58.4	50.2	55.1
Social Studies								
All Students	354	100	20.5	35	44.5	79.5	76.8	72.3
Gender								
Male	186	100	20.9	30.5	48.6	79.1	75.3	71.5
Female	168	100	20	40	40	80	78.4	73.2
Racial/Ethnic Group								
White	252	100	12.7	32.8	54.5	87.3	91.5	80.7
African American	89	100	42.5	42.5	15	57.5	62.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	40	100	45.9	40.5	13.5	54.1	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	1	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	122	100	38.4	43.8	17.9	61.6	64	62.1

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	525	99.4	16.5	37.3	46.2	83.5	74.1	70.2	95.8	96
Gender										
Male	279	99.3	21.6	34.8	43.6	78.4	67.8	63.2	96.1	95.9
Female	246	99.6	10.7	40.2	49.1	89.3	80.6	77.5	95.4	96.1
Racial/Ethnic Group										
White	372	100	8.7	34.1	57.3	91.3	90.4	79.1	95.8	95.9
African American	132	97.7	37.8	48.7	13.4	62.2	59.2	57.6	95.6	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98.2	97
Hispanic	12	100	25	33.3	41.7	75	61.1	62.6	94.8	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	97.9	95.8
Disability Status										
Disabled	58	94.8	58.8	31.4	9.8	41.2	29.6	26.1	95.3	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	5	I/S	I/S	I/S	I/S	I/S	60.2	61.2	93.1	96.5
Socio-Economic Status										
Subsidized meals	185	98.4	31.5	45.2	23.2	68.5	59.1	58.9	94.3	95.7

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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	181	100	14.9	35.1	50	85.1
	7	186	100	20.2	41	38.8	79.8
	8	159	100	12.3	42.2	45.5	87.7
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	180	100	15	37.1	47.9	85
	7	186	100	14	36	50	86
	8	159	100	12.3	40.9	46.8	87.7
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	91	100	28.2	64.7	7.1	71.8
	7	184	100	19.9	55.7	24.4	80.1
	8	78	100	13.3	60	26.7	86.7
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	89	100	13.4	47.6	39	86.6
	7	185	100	26.6	34.5	39	73.4
	8	80	100	14.1	23.1	62.8	85.9
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	180	100	14.9	35.7	49.4	85.1
	7	187	98.4	17	36.9	46	83
	8	158	100	17.5	39.6	42.9	82.5

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