



FT JOHNSON MIDDLE

1825 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	571 Students	
Principal	David A. Parler	843-762-2740
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

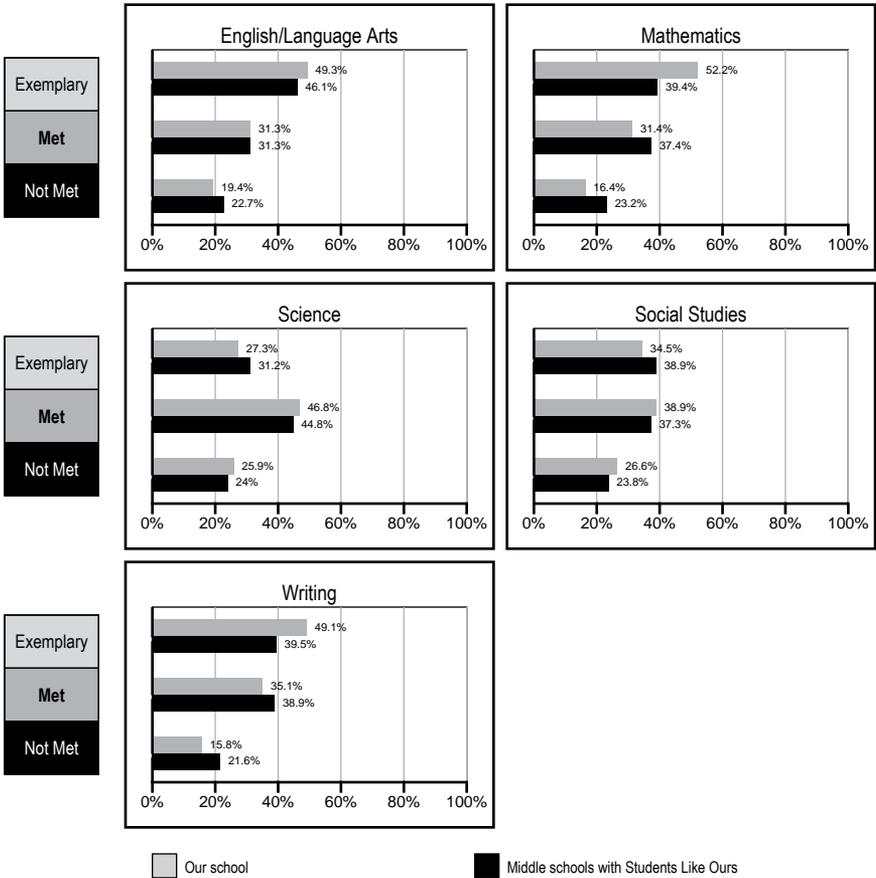
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	16	4	1	0

* 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%	98.2%
English 1	N/A	93.1%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=571)				
Students enrolled in high school credit courses (grades 7 & 8)	68.4%	Down from 73.8%	36.7%	24.2%
Retention rate	1.6%	Down from 3.4%	0.5%	0.7%
Attendance rate	95.5%	Down from 95.8%	96.6%	95.9%
Eligible for gifted and talented	32.2%	Up from 24.7%	25.6%	16.4%
With disabilities other than speech	9.4%	Down from 12.5%	10.3%	12.0%
Older than usual for grade	2.8%	Up from 2.6%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.1%	Up from 2.8%	0.5%	0.5%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	40.0%	Down from 41.7%	57.8%	58.5%
Continuing contract teachers	80.0%	Up from 69.4%	83.0%	80.0%
Teachers with emergency or provisional certificates	6.1%	Down from 9.1%	2.5%	4.0%
Teachers returning from previous year	81.7%	Up from 75.4%	87.0%	84.6%
Teacher attendance rate	97.4%	Up from 95.1%	95.8%	95.4%
Average teacher salary*	\$43,474	Up 1.4%	\$48,355	\$46,561
Professional development days/teacher	15.4 days	Up from 15.0 days	9.0 days	10.2 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 23.0 to 1	22.0 to 1	21.1 to 1
Prime instructional time	92.5%	Up from 90.6%	92.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.1%	Up from 94.8%	98.2%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,113	Down 1.4%	\$7,256	\$7,802
Percent of expenditures for instruction**	66.8%	Down from 67.0%	65.9%	63.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 62.6%	63.4%	60.0%

* 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 lifelong learners. In the 2009-2010 school year, there were 549 students enrolled in the school, with 34 fulltime teachers. Students continued to excel academically during the year. A number of students participated and won awards in the Lowcountry Science Fair and the QUEST competition. In addition, 34 eighth grade students were named as South Carolina Junior Scholars based upon their performance on the PSAT and SAT. Thirty-six seventh-graders qualified to take the SAT for Duke TIP identification and nine were named Duke TIP scholars. Our schoolwide spelling bee winner qualified for the tri-county competition, and our schoolwide geography bee winner advanced to the state-level competition. On the 2009 School Report Card, the school received an absolute rating of "excellent," one of only five middle schools in the county to receive the highest rating possible. Fort Johnson also received the Palmetto Gold Award, a statewide award given to schools based on their overall academic achievement.

Fort Johnson Middle School is a community school, and many of our programs involve the community, including The Citadel, College of Charleston, and St. James Presbyterian Church. The School Improvement Council worked hand in hand with parents, the community, and faculty to update the school's strategic plan, restructure the placement of students for social studies and science, and evaluate parent, teacher, and student climate surveys.

The school guidance program continued many successful programs in 2009-2010, including Heroes, Random Acts of Kindness, Core Team, Black Enterprise, Fun Friday, and Positive Behavior Intervention Support. The career counselor worked with students to introduce them to a variety of career options through 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.

Our sports programs continued to be a success in 2009-2010, with students participating in football, volleyball, basketball, cheerleading, golf, track and field, cross country track, and tennis. The sixth and seventh grade boys' basketball teams won the Trident Area Basketball League Championships.

The fine arts program produced some very talented students, with a number of band and string students participating and receiving superior ratings in Solo and Ensemble Festival. In addition, band and string students participated in All-County Band, Charleston County Prep Orchestra, Region 4 Band, and All-State Band. One student won the state PTA Reflections Contest for Music Composition and advanced to the national competition. The Fort Johnson Players put on two outstanding musicals in 2009-2010, Oliver and Hello Dolly.

We encourage all parents to become involved in your child's education through participation in the School Improvement Council, the PTA, the athletic booster club, the band booster club, 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
Jan Kucklick, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	167	160
Percent satisfied with learning environment	91.7%	76.4%	87.8%
Percent satisfied with social and physical environment	80.6%	83.2%	86.7%
Percent satisfied with school-home relations	83.3%	88.6%	81.6%

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

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No Child Left Behind

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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	95.5%	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	553	99.8	19.2	31.2	49.5	87.2	85	83.5	Yes	Yes
Gender										
Male	277	99.6	22.2	31.5	46.3	84.4	81.6	80.1	N/A	N/A
Female	276	100	16.2	31	52.8	90	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	392	100	9.6	29.5	60.9	94.3	95.3	89.6	Yes	Yes
African American	131	100	49.2	31.7	19	65.9	75.2	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	16	100	25	50	25	81.3	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	52	100	66.7	25.5	7.8	51	49	51.7	No	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	8	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	99.5	36.3	36.3	27.5	73.6	76.4	76.9	Yes	Yes

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

All Students	552	100	18.1	35.1	46.8	87.2	81	80.4	Yes	Yes
Gender										
Male	276	100	19.6	33.3	47	85.9	78.9	78.4	N/A	N/A
Female	276	100	16.6	36.9	46.5	88.6	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	391	100	12.7	29.9	57.4	92.2	94.5	87.8	Yes	Yes
African American	131	100	34.1	50.8	15.1	72.2	68	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	16	100	25	31.3	43.8	87.5	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	52	100	68.6	29.4	2	47.1	43.8	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	8	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	31.4	44.8	23.7	76.3	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	371	100	25.8	47.1	27.1	74.2	67.4	67.3
Gender								
Male	189	100	27	41.1	31.9	73	66.2	66.9
Female	182	100	24.4	53.3	22.2	75.6	68.5	67.7
Racial/Ethnic Group								
White	265	100	18.3	48.1	33.6	81.7	89	79.6
African American	86	100	51.8	38.6	9.6	48.2	46.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	35	100	68.6	28.6	2.9	31.4	29.2	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	5	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	128	100	49.6	40	10.4	50.4	49.3	55.4

Social Studies

All Students	366	100	26.7	39	34.3	73.3	73.8	70.9
Gender								
Male	181	100	30.5	32.2	37.3	69.5	72.3	70.1
Female	185	100	23.1	45.6	31.3	76.9	75.3	71.7
Racial/Ethnic Group								
White	256	100	20.7	36.3	43	79.3	90.1	79.2
African American	89	100	44.8	43.7	11.5	55.2	58.4	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	12	100	33.3	50	16.7	66.7	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	32	100	64.5	29	6.5	35.5	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	138	100	45.5	35.8	18.7	54.5	60.2	60.8

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	553	99.3	15.3	35.3	49.4	84.7	75	72.1	95.5	95.7
Gender										
Male	276	98.6	20.6	38.2	41.2	79.4	69.1	65.2	95.6	95.5
Female	277	100	10.2	32.5	57.3	89.8	81	79.2	95.4	95.8
Racial/Ethnic Group										
White	392	99.7	9.1	31.9	59	90.9	91	80.8	95.5	95.8
African American	131	98.5	34.6	45.7	19.7	65.4	60.2	59.7	95.5	95.5
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.2	87	98.1	97
Hispanic	16	100	18.8	43.8	37.5	81.3	63.7	64.6	95.3	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	95	95.6
Disability Status										
Disabled	49	95.9	65.2	32.6	2.2	34.8	28.4	27.7	95.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.5	63.7	93.9	96.3
Socio-Economic Status										
Subsidized meals	202	98.5	28.7	48.7	22.6	71.3	61.1	61.9	94.8	95.2

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
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
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	187	100	21	36.5	42.5	79
	7	183	100	14.9	28.7	56.4	85.1
	8	183	99.5	21.8	28.5	49.7	78.2
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
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	187	100	19.3	34.3	46.4	80.7
	7	183	100	17.7	35.4	47	82.3
	8	182	100	17.3	35.8	46.9	82.7
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
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	95	100	37	52.2	10.9	63
	7	183	100	22.7	51.9	25.4	77.3
	8	93	100	20.7	32.6	46.7	79.3

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	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
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	93	100	21.1	40	38.9	78.9
	7	184	100	37.4	38.5	24.2	62.6
	8	89	100	10.3	39.1	50.6	89.7
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
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	186	99.5	19.3	34.3	46.4	80.7
	7	186	99.5	14.3	36.3	49.5	85.7
	8	181	98.9	12.4	35.4	52.2	87.6

Abbreviations for Missing Data

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