



Paul Knox Middle

1804 Wells Road
North Augusta, South

Grades	6-8 Middle School	
Enrollment	608 Students	
Principal	Brenda J. Smith	803-442-6300
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

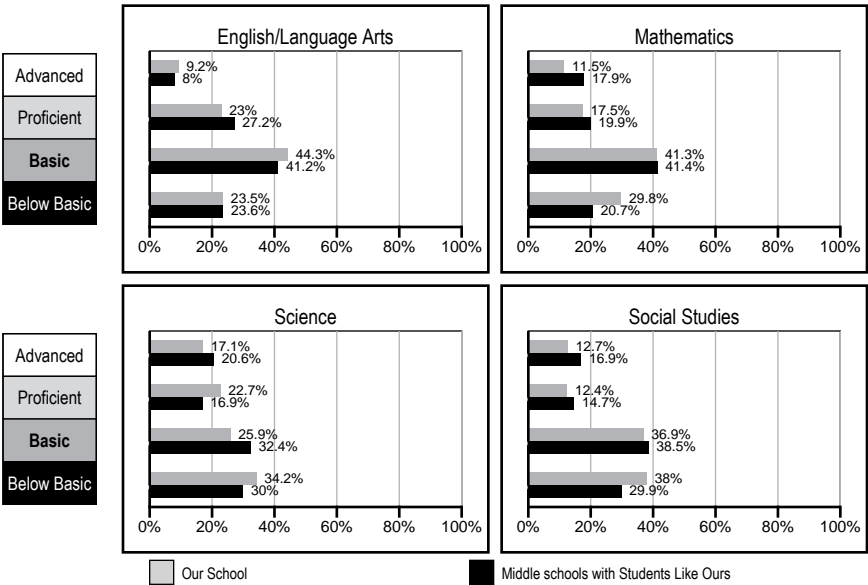
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	27	13	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	96.2	98.3
English 1	96.8	97.3
Physical Science	0	65.5
All Subjects	96.5	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=608)				
Students enrolled in high school credit courses (grades 7 & 8)	19.2%	Down from 22.9%	27.7%	19.4%
Retention rate	3.1%	Up from 1.1%	1.6%	1.8%
Attendance rate	95.9%	Up from 95.8%	95.7%	95.8%
Eligible for gifted and talented	24.9%	Up from 22.0%	18.8%	15.3%
With disabilities other than speech	11.9%	Up from 10.4%	13.1%	12.9%
Older than usual for grade	4.8%	Up from 1.6%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.6%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	48.6%	Up from 42.9%	57.6%	55.0%
Continuing contract teachers	74.3%	No Change	75.0%	70.6%
Teachers with emergency or provisional certificates	6.3%	Down from 7.1%	4.5%	5.4%
Teachers returning from previous year	89.2%	Up from 87.4%	86.8%	83.4%
Teacher attendance rate	93.6%	Down from 93.8%	95.0%	94.9%
Average teacher salary	\$46,106	Up 5.7%	\$45,357	\$44,706
Professional development days/teacher	7.9 days	Up from 6.6 days	12.8 days	11.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 24.9 to 1	22.6 to 1	20.1 to 1
Prime instructional time	88.3%	Down from 88.7%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 93.1%	98.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$5,661	Up 3.4%	\$6,544	\$7,097
Percent of expenditures for instruction*	66.5%	Up from 62.1%	64.3%	64.4%
Percent of expenditures for teacher salaries*	63.7%	Up from 58.7%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year was another very exciting year at Paul Knox Middle School. Our faculty, staff and students experienced a great deal of success in academics, the arts, athletics and various service learning activities.

Twenty students were recognized as South Carolina Junior Scholars. A member of our Future Business Leaders Association won at the state level the proofreading and editing competition and competed at the national level. Our Science Olympiad Team placed 2nd in the state competition. The Future City Team finished 2nd in the state competition and another team received the Excellence in Futuristic Concepts award. In the Stock Market Competition, our teams placed 1st and 3rd. Seven of our band students were selected for the Regional Band. Two students placed in the regional science fair. An eighth grade student won the district spelling bee. Mock Trial team members received Most Effective Attorney and Most Effective Witness Awards. Our Academic Team placed second.

Mrs. Jennifer Padgett, seventh grade math teacher was voted our Teacher of the Year. Mrs. Helen Campbell was awarded the "Spirit of Ruth Patrick Award" for her work in Science education. Mrs. Jackie Young received a \$30,000 EIA grant to purchase new computers for the keyboarding lab. Mrs. Mary Lown received a \$2,000 EIA grant for the BINGO program. Mrs. Helen Richard received a \$1,000 grant from Shaw AREVA MOX services LLC to hold "Lunch and Learn" activities. Our school successfully completed its five-year self study in conjunction with the Southern Association of Colleges and Schools (SACS).

The School Improvement Council (SIC) held its sixth annual Transition Fair. The fair provided rising sixth graders and their parents with an opportunity to meet teachers, administrators, and other students, as well as tour the school. This year our School Improvement Council was a semi-finalist for the Dick and Tunky Riley School Improvement Award, which recognizes School Improvement Councils for outstanding achievement and civic engagement on behalf of their school.

Brenda J. Smith, Principal
Rebecca Alexander, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	164	122
Percent satisfied with learning environment	87.9%	76.7%	84.2%
Percent satisfied with social and physical environment	87.9%	79.0%	79.5%
Percent satisfied with school-home relations	84.4%	85.2%	80.7%

* 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 14 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. Sanction: Implement the restructuring plan.
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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	595	99.7	24.5	46.1	23.4	6.1	45.5	49.8	48.2	Yes	Yes
Gender											
Male	318	99.7	35.2	39.9	20.1	4.7	37.2	43.8	41.7	N/A	N/A
Female	277	99.6	12.2	53.1	27.1	7.6	55	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	370	99.7	13.6	46.3	31.5	8.5	57.4	59.8	60	Yes	Yes
African American	205	99.5	42.7	46.9	8.9	1.6	24.5	33.8	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	13	100	60	30	10	0	30	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	72	98.6	72.3	18.5	7.7	1.5	12.3	15.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	62.5	12.5	25	0	25	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	260	99.6	39.1	48.6	10.7	1.6	25.1	35.8	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	595	99.7	29.3	43.4	16.3	11.1	38.9	46.9	45.8	No	Yes
Gender											
Male	318	99.7	33.2	38.6	16.8	11.4	39.3	47.9	45.6	N/A	N/A
Female	277	99.6	24.8	48.9	15.6	10.7	38.5	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	370	99.7	19.6	44.6	21	14.8	49.7	57.2	59	Yes	Yes
African American	205	99.5	46.4	42.2	7.3	4.2	19.8	29.7	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	13	100	50	30	20	0	20	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	72	98.6	63.1	30.8	3.1	3.1	12.3	15.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	62.5	12.5	12.5	12.5	25	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	260	99.6	44.4	42.8	7.4	5.3	21.8	32.8	31.4	No	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	403	99.8	33.9	26.1	22.9	17.1	40	34.1	35.7	95.9	95.9
Gender											
Male	219	99.5	38.4	22.7	20.2	18.7	38.9	36.6	37.4	95.8	95.8
Female	184	100	28.5	30.2	26.2	15.1	41.3	31.3	33.8	96	96.1
Racial/Ethnic Group											
White	247	100	21.1	28	25.4	25.4	50.9	45.2	49.2	96	95.9
African American	142	99.3	55.6	22.6	18.8	3	21.8	16.4	17	95.8	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	96.4	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	52	98.1	68.1	21.3	6.4	4.3	10.6	12.8	14	95.5	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96.1	96.5
Socio-Economic Status											
Subsidized meals	172	99.4	51.6	22.6	18.2	7.5	25.8	20.4	21.1	94.9	95.2
Social Studies											
All Students	406	99.5	37.4	37.4	12.4	12.9	25.3	30.3	34	95.9	95.9
Gender											
Male	223	99.1	35.3	34.8	13.2	16.7	29.9	33.8	36.6	95.8	95.8
Female	183	100	39.8	40.3	11.4	8.5	19.9	26.5	31.3	96	96.1
Racial/Ethnic Group											
White	244	99.6	28	37.9	15.5	18.5	34.1	38.6	44.5	96	95.9
African American	147	99.3	53.7	36.8	5.9	3.7	9.6	17	19.1	95.8	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	96.4	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	52	98.1	68.1	17	8.5	6.4	14.9	10.7	14.4	95.5	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.1	96.5
Socio-Economic Status											
Subsidized meals	188	98.9	49.1	34.3	8	8.6	16.6	18.6	21	94.9	95.2

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	211	100	28.4	37.8	29.4	4.5	33.8
	7	215	99.5	28.6	35.7	31.7	4	35.7
	8	201	100	23.3	45.1	28.5	3.1	31.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	201	100	23	43.5	23	10.5	33.5
	7	217	99.5	30.3	47	19.2	3.5	22.7
	8	177	99.4	19.3	48	28.7	4.1	32.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	211	100	30.3	40.3	19.4	10	29.4
	7	215	99.1	22.7	49.5	12.6	15.2	27.8
	8	201	100	23.3	61.7	11.9	3.1	15
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	201	100	28.3	34.6	20.4	16.8	37.2
	7	217	99.5	31.8	42.9	14.1	11.1	25.3
	8	177	99.4	27.5	53.8	14	4.7	18.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	106	99.1	41.6	30.7	15.8	11.9	27.7
	7	215	99.5	31.2	39.2	16.1	13.6	29.6
	8	98	100	23.9	51.1	15.2	9.8	25
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	100	100	37.2	20.2	20.2	22.3	42.6
	7	216	99.5	35.5	31	22.3	11.2	33.5
	8	87	100	26.2	21.4	27.4	25	52.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	105	100	23	45	25	7	32
	7	215	99.5	36.7	34.2	14.6	14.6	29.1
	8	103	100	21.2	58.6	17.2	3	20.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	101	100	18.6	39.2	13.4	28.9	42.3
	7	216	99.5	53.3	30.5	8.6	7.6	16.2
	8	89	98.9	22.1	51.2	19.8	7	26.7

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