



## Johnson Middle

304 Kemper Street  
Timmonsville, SC 29161

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	210 Students	
<b>Principal</b>	Robert McDonald	843-346-3956
<b>Superintendent</b>	Dr. Bertha W. McCants	843-346-5391
<b>Board Chair</b>	Mrs. Rose Bacot	843-346-5391

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average
2004	Below Average	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**

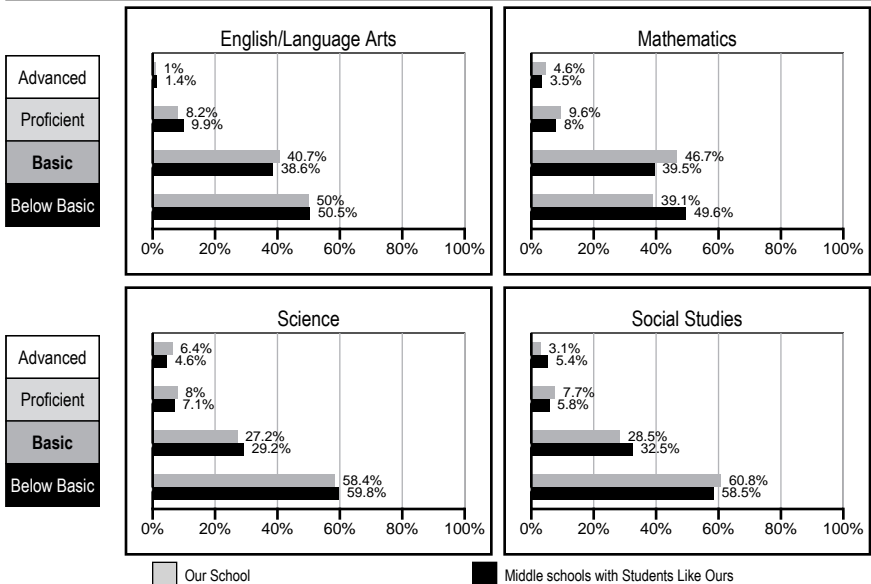
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	37

\* 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 | /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	83.8
English 1	100.0	82.7
Physical Science	0	39.5
All Subjects	100.0	80.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=210)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Down from 94.7%	11.5%	19.4%
Retention rate	1.4%	Down from 11.3%	3.4%	1.8%
Attendance rate	94.8%	Up from 94.3%	95.1%	95.8%
Eligible for gifted and talented	6.9%	Down from 8.5%	4.8%	15.3%
With disabilities other than speech	16.5%	Up from 15.7%	13.9%	12.9%
Older than usual for grade	6.7%	Up from 6.1%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	44.4%	Down from 50.0%	53.5%	55.0%
Continuing contract teachers	66.7%	Up from 61.1%	54.4%	70.6%
Teachers with emergency or provisional certificates	16.7%	Down from 31.3%	19.3%	5.4%
Teachers returning from previous year	80.9%	Up from 78.4%	76.4%	83.4%
Teacher attendance rate	97.3%	Up from 95.4%	94.8%	94.9%
Average teacher salary	\$43,612	Up 4.3%	\$43,090	\$44,706
Professional development days/teacher	21.8 days	Up from 13.7 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 18.2 to 1	15.9 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 87.9%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	88.8%	Up from 44.4%	96.8%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$6,209	Down 2.1%	\$8,870	\$7,097
Percent of expenditures for instruction*	70.4%	Down from 75.0%	62.4%	64.4%
Percent of expenditures for teacher salaries*	62.9%	Down from 71.8%	54.7%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Johnson Middle School adopted a motto of "Where Every Child Is a Priority" this school year and it showed in all aspects of the school. Teachers and students built strong relationships through the middle school concept of teaming, students were able to interact with their learning in hands-on lessons, technology was utilized during instruction to engage students, and students were able to explore career options through clubs and shadowing opportunities. Parents and community members supported the efforts of the school by attending meetings, volunteering, serving as monitors during testing, chaperoning field trips and donating items to use as incentives.

Professional Development was integral to the success of Johnson Middle School, as teachers participated in sessions on differentiated instruction, the use of the Revised Bloom's Taxonomy in constructing lessons and assessments, the 5 E's of instruction, utilizing data to inform instruction, and reading across the curriculum. Each teacher attended the state conference in his/her content area and presented new ideas for the entire faculty and staff on best practices. Teachers worked together to analyze assessments, discuss effective teaching practices, and use of data (both formal and informal) to plan for each child's needs in order to reach academic success. Funding for professional development opportunities was provided through Alternative Technical Assistance, Title I, and Palmetto Priority Schools. Implementation of these skills and best practices will continue to be a focus for 2008-2009.

Course offerings were expanded to include English I and Algebra I. One hundred percent of the students enrolled in English I and Algebra I at Johnson Middle School during the 2007-2008 school year earned passing scores on the state's End of Course Tests!

Students participated in service learning provided through a Learn and Serve Grant, and were exposed to leadership opportunities as a result of the experience. All students were able to extend classroom knowledge through grade level field trips, which were provided free of charge, thanks to fundraising efforts of the PTSA.

Students were recognized for the following: receiving the school and district honors of the Lt. Governor's Writing Award; receiving the Governor's Citizenship Award; qualifying for the Junior Scholars Awards Program for academic excellence; qualifying for All Region Band. Presidential Awards of Excellence were presented to 22 students at the year-end awards ceremony.

Johnson Middle School students were celebrated for their accomplishments throughout the year through quarterly celebrations for excellence in classroom performance, perfect attendance, and good citizenship.

Kristi Austin, Principal  
Randy Hatchell, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	74	50
Percent satisfied with learning environment	90.9%	70.3%	78.0%
Percent satisfied with social and physical environment	95.5%	68.5%	63.3%
Percent satisfied with school-home relations	55.0%	83.6%	83.3%

\* 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 7 out of 13 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.0%	0.0%	No
Student attendance rate	94.8%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	208	98.6	50.8	41.7	7.5	0	12.8	19.9	48.2	No	Yes
<b>Gender</b>											
Male	113	97.4	56.6	38.4	5.1	0	9.1	13.8	41.7	N/A	N/A
Female	95	100	44.3	45.5	10.2	0	17	27.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	29	100	32	40	28	0	40	35.3	60	I/S	I/S
African American	177	98.3	54.4	41.9	3.8	0	8.1	17.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	37	94.6	93.3	6.7	0	0	0	2.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	190	98.4	53.3	40.8	5.9	0	11.2	18.6	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	208	100	40.7	46.6	8.5	4.2	22.2	20.5	45.8	No	Yes
<b>Gender</b>											
Male	113	100	44.6	42.6	7.9	5	23.8	19.2	45.6	N/A	N/A
Female	95	100	36.4	51.1	9.1	3.4	20.5	22	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	29	100	28	36	20	16	48	36.5	59	I/S	I/S
African American	177	100	43.2	48.1	6.2	2.5	17.9	17.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	37	100	87.1	9.7	3.2	0	3.2	2.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	190	100	43.3	45	7.6	4.1	21.1	19.2	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
<b>Science</b>											
All Students	138	100	58.4	27.2	8	6.4	14.4	13.6	35.7	94.8	94.8
<b>Gender</b>											
Male	74	100	57.6	25.8	9.1	7.6	16.7	13.1	37.4	94.4	94.6
Female	64	100	59.3	28.8	6.8	5.1	11.9	14	33.8	95.2	95.1
<b>Racial/Ethnic Group</b>											
White	21	100	31.6	26.3	15.8	26.3	42.1	38.9	49.2	91.4	91.7
African American	115	100	63.5	26.9	6.7	2.9	9.6	9.2	17	95.4	95.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	87.4	93.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	21	100	94.4	5.6	0	0	0	2.3	14	93.1	92.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.9	97.7
<b>Socio-Economic Status</b>											
Subsidized meals	125	100	60.7	25	8	6.3	14.3	11.8	21.1	94.7	95
<b>Social Studies</b>											
All Students	140	100	60.8	28.5	7.7	3.1	10.8	13.9	34	94.8	94.8
<b>Gender</b>											
Male	77	100	60.6	29.6	8.5	1.4	9.9	14.6	36.6	94.4	94.6
Female	63	100	61	27.1	6.8	5.1	11.9	13	31.3	95.2	95.1
<b>Racial/Ethnic Group</b>											
White	15	100	15.4	53.8	15.4	15.4	30.8	17.6	44.5	91.4	91.7
African American	124	100	66.4	25	6.9	1.7	8.6	13.7	19.1	95.4	95.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	87.4	93.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	28	100	92	4	4	0	4	2	14.4	93.1	92.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.9	97.7
<b>Socio-Economic Status</b>											
Subsidized meals	128	100	64.4	27.1	5.9	2.5	8.5	12.7	21	94.7	95

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

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	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	78	100	61.1	30.6	6.9	1.4	8.3
	7	80	100	60.3	34.2	5.5	0	5.5
	8	78	98.7	44.6	50.8	3.1	1.5	4.6
<b>2008</b>	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	58	98.3	36.5	55.8	7.7	0	7.7
	7	70	100	53	36.4	10.6	0	10.6
	8	80	97.5	59.4	36.2	4.3	0	4.3
<b>Mathematics</b>								
<b>2007</b>	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	78	100	48.6	36.1	12.5	2.8	15.3
	7	79	100	55.6	36.1	8.3	0	8.3
	8	78	98.7	58.5	38.5	3.1	0	3.1
<b>2008</b>	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	58	100	34	39.6	17	9.4	26.4
	7	70	100	27.3	57.6	10.6	4.5	15.2
	8	80	100	58.6	41.4	0	0	0
<b>Science</b>								
<b>2007</b>	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	39	100	75	13.9	11.1	0	11.1
	7	79	98.7	70.4	26.8	1.4	1.4	2.8
	8	42	97.6	61.8	29.4	5.9	2.9	8.8
<b>2008</b>	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	29	100	53.8	19.2	7.7	19.2	26.9
	7	70	100	59.1	28.8	9.1	3	12.1
	8	39	100	60.6	30.3	6.1	3	9.1
<b>Social Studies</b>								
<b>2007</b>	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	39	100	44.4	36.1	8.3	11.1	19.4
	7	79	100	66.7	22.2	6.9	4.2	11.1
	8	36	97.2	46.7	43.3	6.7	3.3	10
<b>2008</b>	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	29	100	48.1	44.4	7.4	0	7.4
	7	70	100	66.7	18.2	9.1	6.1	15.2
	8	41	100	59.5	35.1	5.4	0	5.4

Abbreviations for Missing Data

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