



## Johnakin Middle

601 Gurley Street  
Marion, SC 29571

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	701 Students	
<b>Principal</b>	Jason R. Bryant	843-423-8360
<b>Superintendent</b>	Michael D. Lupo	843-423-1811
<b>Board Chair</b>	James Smith	843-423-2876

# 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	At-Risk
2005	Below Average	Below Average
2004	Below Average	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**

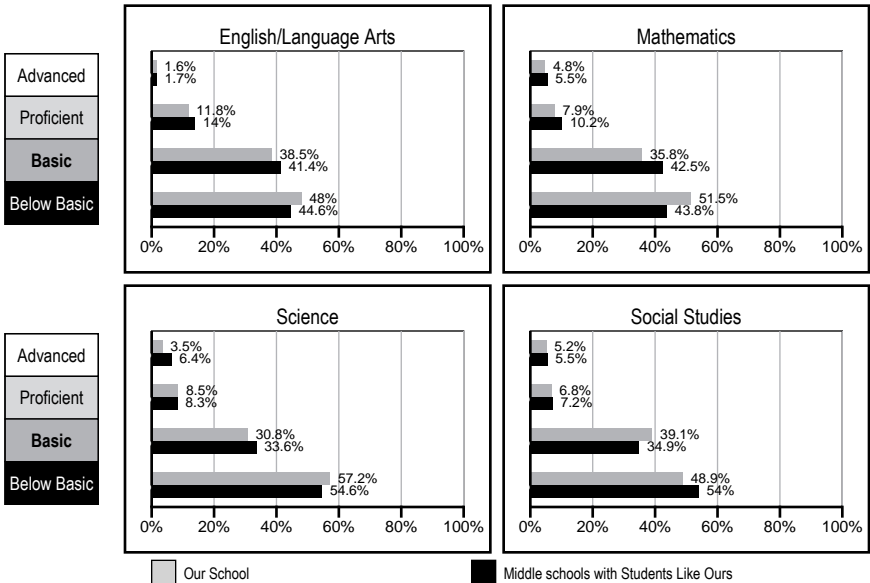
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	4	40

\* 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	96.6	88.4
English 1	0	85.3
Physical Science	0	35.2
All Subjects	96.6	86.1

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=701)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.4%	Up from 5.5%	11.1%	19.4%
Retention rate	5.4%	Down from 5.5%	3.4%	1.8%
Attendance rate	93.5%	Down from 94.1%	95.1%	95.8%
Eligible for gifted and talented	10.3%	Up from 9.3%	8.2%	15.3%
With disabilities other than speech	15.0%	Up from 12.9%	13.9%	12.9%
Older than usual for grade	10.6%	Up from 4.3%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 9.3%	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	48.9%	Up from 47.2%	52.0%	55.0%
Continuing contract teachers	53.2%	Up from 50.9%	57.1%	70.6%
Teachers with emergency or provisional certificates	15.8%	Down from 17.1%	18.2%	5.4%
Teachers returning from previous year	69.9%	Down from 74.9%	78.2%	83.4%
Teacher attendance rate	99.2%	Up from 93.3%	94.8%	94.9%
Average teacher salary	\$40,137	Up 4.8%	\$43,365	\$44,706
Professional development days/teacher	11.6 days	Down from 12.6 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.3 to 1	17.2 to 1	20.1 to 1
Prime instructional time	92.0%	Up from 86.6%	88.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 93.5%	95.6%	98.0%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil*	\$6,770	Up 7.4%	\$7,907	\$7,097
Percent of expenditures for instruction*	63.2%	Up from 62.0%	63.4%	64.4%
Percent of expenditures for teacher salaries*	56.9%	Up from 55.4%	56.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

It has been a very interesting and productive year at Johnakin Middle School. Our students and staff have worked hard to achieve all of our goals for this school year. We have made some changes, and we have seen much success. Our school discipline referrals have decreased over twenty percent during the year. We are proud of our students for making better choices, and we continue to guide them to seek better solutions to problems and conflict.

Johnakin Middle School had six students qualify for Junior Scholars. We are extremely proud of these students and this fantastic accomplishment. This is an honor both for the individual students and the school.

We have started meeting with a group of pastors, ministers, youth ministers, and other church leaders to increase community involvement in our school. At the present time, we have met with over twenty different church leaders. Many of them have attended school events and functions. We continue to encourage community involvement, and we are excited about expanding this group.

Our staff development has been on-going, with teachers attending workshops and conferences. On the school level, the staff has attended training from Linda Kirzenbaum, National Reading Consultant. Moreover, our district Technology Coach has provided extensive training in using SMARTBoards. As a continuous process, our curriculum coaches continue to work on data analysis with the individual teachers. With this emphasis on data analysis, we can continue to make data-driven decisions about student achievement.

The School Improvement Council worked with the PTO, Pastoral Advisory Group, and community members to explore the possibility of implementing uniforms into our Johnakin Middle School dress code. After surveying the parents, doing a site visit to Charleston County Schools, and getting input from many different sources, the Administrative Team has decided to move forward with implementation of a Uniform Dress Code for the 2008–2009 school year. With the support of the Superintendent and the Board of Trustees, we will go forward with this plan.

We are looking forward to another productive year as we continue to Create Un-Beatable Success.

Sharon Grice, SIC Chair  
Jason Bryant, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	178	130
Percent satisfied with learning environment	96.0%	68.5%	68.5%
Percent satisfied with social and physical environment	94.0%	63.5%	56.0%
Percent satisfied with school-home relations	59.6%	85.9%	70.3%

\* 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 10 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

Restructure

## 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	5.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	93.5%	94.0%	No

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

All Students	658	98.6	47.1	38.9	12.1	1.9	21.9	26.2	48.2	No	Yes
<b>Gender</b>											
Male	340	98.5	51.9	37	10.2	0.9	17	20.2	41.7	N/A	N/A
Female	318	98.7	42.2	40.8	14.1	2.9	27.1	32.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	158	98.7	27.2	42.4	27.2	3.3	41.1	45.7	60	No	Yes
African American	488	98.6	53.3	38	7.2	1.5	15.8	19.4	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.3	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	101	96	80	15.8	2.1	2.1	5.3	8.8	16	No	Yes
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	27.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	547	98.4	52.4	38.7	7.9	1	16.2	20.6	34	No	Yes

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

All Students	658	98.8	52.5	36.5	6.8	4.1	18.9	22.6	45.8	No	Yes
<b>Gender</b>											
Male	340	98.2	52.3	36.8	5.9	5	17.6	20.9	45.6	N/A	N/A
Female	318	99.4	52.8	36.2	7.8	3.3	20.2	24.6	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	158	98.7	32.5	43.7	13.9	9.9	37.1	42.5	59	No	Yes
African American	488	98.8	59.1	34.1	4.5	2.3	12.8	16	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	8.3	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	101	96	81.1	15.8	1.1	2.1	3.2	8.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	9.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	547	98.5	58.2	35.5	4	2.3	12.3	16.4	31.4	No	Yes

\* 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 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	442	98	56.2	31	8.8	4	12.8	15	35.7	93.5	95.3
<b>Gender</b>											
Male	229	97.8	54.3	34.7	5.9	5	11	13.2	37.4	92.4	94.9
Female	213	98.1	58.1	27.1	11.8	3	14.8	17.1	33.8	94.7	95.8
<b>Racial/Ethnic Group</b>											
White	99	100	35.1	35.1	21.6	8.2	29.9	33.5	49.2	94.4	95.7
African American	335	97.3	62.4	29.8	5	2.8	7.8	9.1	17	93.2	95.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.7	96.1
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	74	96	69.6	26.1	1.4	2.9	4.3	6.8	14	92.3	94.2
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.2	90
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.9	96
<b>Socio-Economic Status</b>											
Subsidized meals	367	97.6	62.8	29.4	5.2	2.6	7.8	9.4	21.1	93	95
<b>Social Studies</b>											
All Students	445	98.4	47.9	39.4	7	5.6	12.7	13.6	34	93.5	95.3
<b>Gender</b>											
Male	236	97.9	48	39.1	7.1	5.8	12.9	14.1	36.6	92.4	94.9
Female	209	99	47.8	39.8	7	5.5	12.4	13	31.3	94.7	95.8
<b>Racial/Ethnic Group</b>											
White	105	100	26.5	52	12.7	8.8	21.6	23.1	44.5	94.4	95.7
African American	332	97.9	55	34.9	5.3	4.7	10.1	10.4	19.1	93.2	95.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.7	96.1
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	68	98.5	69.7	21.2	4.5	4.5	9.1	8.1	14.4	92.3	94.2
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.2	90
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.9	96
<b>Socio-Economic Status</b>											
Subsidized meals	368	98.1	52.7	37	5.2	5.2	10.3	11.2	21	93	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	242	99.2	52.2	36	10.5	1.3	11.8
	7	256	98.8	53.9	31.8	13.5	0.8	14.3
	8	226	96.5	40.7	46.1	11.3	2	13.2
<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	221	99.6	50.5	37.9	9.3	2.3	11.7
	7	231	98.7	47.7	39.6	11.3	1.4	12.6
	8	206	97.6	42.8	39.2	16	2.1	18
<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	242	98.4	52.9	33.9	9.3	4	13.2
	7	256	99.2	45.1	41.5	7.3	6.1	13.4
	8	226	96.5	50	42.2	5.9	2	7.8
<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	221	99.6	65	25.7	4.7	4.7	9.3
	7	231	99.1	41.4	46.4	8.1	4.1	12.2
	8	206	97.6	51.5	37.1	7.7	3.6	11.3
<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	121	97.5	65.5	22.1	6.2	6.2	12.4
	7	256	98.4	65.1	25.3	7.1	2.5	9.5
	8	112	96.4	47.1	36.3	10.8	5.9	16.7
<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	110	98.2	69.5	18.1	5.7	6.7	12.4
	7	231	97.8	49.8	36.7	9.5	4.1	13.6
	8	101	98	56.3	32.3	10.4	1	11.5
<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	120	99.2	32.1	49.1	12.5	6.3	18.8
	7	256	98.1	63.8	28.3	5.4	2.5	7.9
	8	113	98.2	40.6	52.5	5.9	1	6.9
<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	110	100	28	42.1	15.9	14	29.9
	7	231	97.8	62.4	33.5	2.3	1.8	4.1
	8	104	98.1	36.7	50	8.2	5.1	13.3

Abbreviations for Missing Data

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