



Harold C. Johnson Middle

400 E. Jefferson St.
York, SC 29745

Grades	6-7 Middle School	
Enrollment	690 Students	
Principal	Keith McSwain	803-684-2311
Superintendent	Dr. Russell Booker	803-684-9916
Board Chair	Chris Stephenson	803-684-2611

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

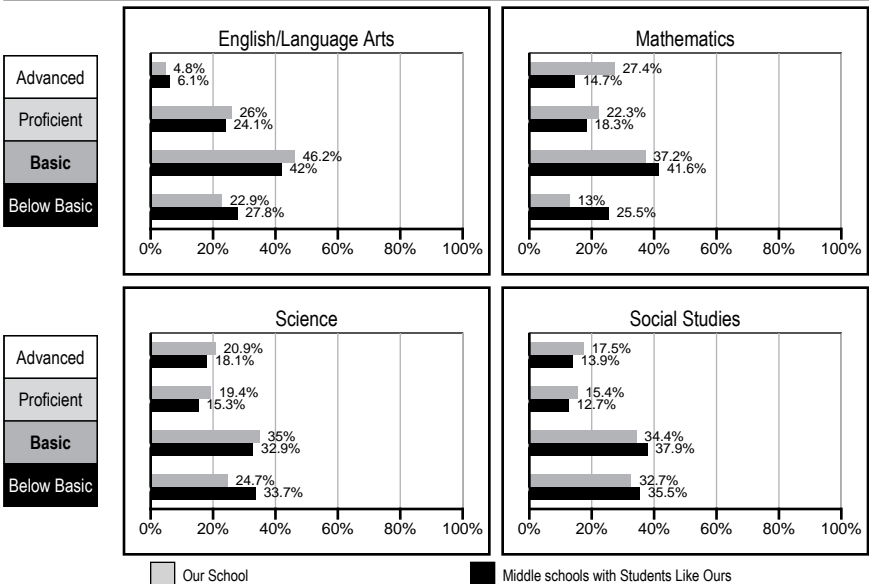
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	22	3

* 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	0	98.1
English 1	0	97.4
Physical Science	0	48.7
All Subjects	0	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=690)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	23.3%	19.4%
Retention rate	0.6%	Up from 0.3%	1.5%	1.8%
Attendance rate	95.9%	Down from 96.1%	95.9%	95.8%
Eligible for gifted and talented	18.7%	Up from 17.9%	17.8%	15.3%
With disabilities other than speech	13.9%	Up from 13.5%	14.2%	12.9%
Older than usual for grade	2.5%	No Change	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	60.7%	Up from 55.7%	53.7%	55.0%
Continuing contract teachers	83.6%	Up from 80.3%	74.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.8%	5.3%	5.4%
Teachers returning from previous year	90.5%	Up from 89.8%	84.7%	83.4%
Teacher attendance rate	95.0%	Up from 94.5%	94.8%	94.9%
Average teacher salary	\$48,292	Up 6.6%	\$44,624	\$44,706
Professional development days/teacher	10.7 days	Up from 9.3 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.7 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 89.8%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Up from 88.5%	98.0%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$6,661	Up 1.4%	\$6,976	\$7,097
Percent of expenditures for instruction*	69.4%	Up from 67.9%	62.2%	64.4%
Percent of expenditures for teacher salaries*	66.6%	Up from 64.9%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Harold C. Johnson Middle School serves sixth and seventh grade students in York School District One. Our mission statement continues to be: "Recognizing that learning is a lifelong process, the mission of Harold C. Johnson Middle School is to prepare students to meet academic and social challenges in a safe, nurturing learning environment."

Harold C. Johnson Middle School was proud to receive its sixth Palmetto Silver Award Flag during the 2007-2008 school year. During the 2007-2008 school year, we focused on our school's vision, which is "Developing excellence in character and intellect for all students." To accomplish our vision, we implemented a few strategies and programs that we felt led to a successful school year.

We developed a school wide character education program that we referred to as "Think Time." During "Think Time" students were provided character education lessons by our guidance counselors, administrators, and special guest speakers. Our guiding philosophy was that we come to school to "Love...Live...Learn." Our guidance counselors, administrators, and teachers met with each "academic team" bi-weekly to deliver effective character education lessons. The implementation of our "Think Time" character education program allowed us to develop a positive school climate conducive to learning.

During our content area meetings, teachers developed common assessments focusing on the academic indicators for each standard. Our science and social studies teachers administered nine weeks cumulative assessments throughout the year. Our district provided in-service for ELA, math, science, and social studies teachers focusing on the revision of Bloom's. Teachers included the different cognitive processes when developing lesson plans and assessments. Our school continues to administer MAP testing during the fall, winter, and spring in reading, math, and science. We use the MAP data throughout the year to identify students' strengths and weaknesses.

Harold C. Johnson Middle School is dedicated to helping our students become successful and productive citizens. We are proud of the hard work and dedication of our students and teachers.

Keith McSwain
Principal, HCJ Middle School

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	350	198
Percent satisfied with learning environment	97.7%	85.3%	83.8%
Percent satisfied with social and physical environment	97.7%	87.0%	77.8%
Percent satisfied with school-home relations	88.6%	87.3%	77.6%

* 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 17 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	697	100	22.6	45.6	25.7	6.1	44.3	45.6	48.2	Yes	Yes
Gender											
Male	363	100	28.9	46.7	19.9	4.5	37.7	39	41.7	N/A	N/A
Female	334	100	16.1	44.4	31.7	7.8	51.2	52.1	55	N/A	N/A
Racial/Ethnic Group											
White	510	100	18.5	47.1	28.1	6.3	50	50.8	60	Yes	Yes
African American	134	100	35.2	40.6	17.2	7	28.9	31.5	31.7	No	Yes
Asian/Pacific Islander	12	100	10	40	50	0	60	30.8	70.4	I/S	I/S
Hispanic	31	100	30.8	50	19.2	0	19.2	32.2	38.4	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
Disability Status											
Disabled	94	100	63.2	23	3.4	10.3	11.5	18.4	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	19	100	37.5	50	12.5	0	12.5	25.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	373	100	30.7	45.5	19.6	4.3	33.2	36.1	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	697	100	12.8	36.7	22	28.4	63.8	49	45.8	Yes	Yes
Gender											
Male	363	100	16	35.2	20.8	28	62.3	48	45.6	N/A	N/A
Female	334	100	9.6	38.2	23.3	28.9	65.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	510	100	8.5	34.8	24.8	31.9	71	54.9	59	Yes	Yes
African American	134	100	24.2	45.3	14.8	15.6	43.8	32.1	26.9	Yes	Yes
Asian/Pacific Islander	12	100	10	20	20	50	70	46.2	71.3	I/S	I/S
Hispanic	31	100	30.8	34.6	11.5	23.1	34.6	31	38.1	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
Disability Status											
Disabled	94	100	43.7	36.8	5.7	13.8	32.2	24.4	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	19	100	37.5	18.8	18.8	25	43.8	28.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	373	100	18.2	43.8	20.5	17.6	52.6	39.1	31.4	Yes	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
Science											
All Students	546	100	24.4	34.6	19.1	21.9	41	37.3	35.7	95.9	96.2
Gender											
Male	289	100	25.3	32.1	18.9	23.8	42.6	39.1	37.4	95.9	96.1
Female	257	100	23.5	37.2	19.4	19.8	39.3	35.4	33.8	95.9	96.2
Racial/Ethnic Group											
White	388	100	18.4	33.7	21.6	26.3	47.9	43.2	49.2	95.4	95.8
African American	111	100	41	39	10.5	9.5	20	17.9	17	97.2	97.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	98	97.6
Hispanic	28	100	44	36	12	8	20	22	24.9	97	96.9
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	96.9	96.5
Disability Status											
Disabled	75	100	58	24.6	5.8	11.6	17.4	22.2	14	94.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	18	100	53.3	26.7	13.3	6.7	20	19.1	24.4	97.6	97.3
Socio-Economic Status											
Subsided meals	304	100	31.5	38.8	15.7	14	29.7	26.6	21.1	95.2	95.8
Social Studies											
All Students	545	100	32.2	33.9	15.1	18.8	33.9	35.5	34	95.9	96.2
Gender											
Male	280	100	31.7	31.3	15.1	22	37.1	38.3	36.6	95.9	96.1
Female	265	100	32.7	36.6	15.2	15.6	30.7	32.8	31.3	95.9	96.2
Racial/Ethnic Group											
White	401	100	27	33.6	18.1	21.3	39.4	39.4	44.5	95.4	95.8
African American	107	100	50	29.8	5.8	14.4	20.2	24.3	19.1	97.2	97.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	98	97.6
Hispanic	20	100	37.5	56.3	6.3	0	6.3	21.4	27.5	97	96.9
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	96.9	96.5
Disability Status											
Disabled	73	100	62.9	17.1	4.3	15.7	20	22.9	14.4	94.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	13	100	36.4	63.6	0	0	0	19.6	27.3	97.6	97.3
Socio-Economic Status											
Subsided meals	297	100	41.9	34.2	10.9	13	23.9	27.2	21	95.2	95.8

* 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*
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	333	100	26.2	42	22.4	9.5	31.9
	7	386	99.7	29	41.5	26.2	3.3	29.5
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	305	100	19.5	44.7	25.5	10.3	35.8
	7	392	100	25	46.2	25.8	3	28.8
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	333	100	10.1	36.3	32.8	20.8	53.6
	7	386	99.7	15.6	34.4	24	26	50
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	305	100	11	31.9	22.7	34.4	57.1
	7	392	100	14.2	40.3	21.5	23.9	45.4
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	167	100	42.9	31.4	15.4	10.3	25.6
	7	386	99.5	28.5	35.2	25.2	11.1	36.3
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	156	100	31.7	28.9	19	20.4	39.4
	7	390	100	21.6	36.8	19.2	22.4	41.6
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	169	100	21.5	56.3	13.9	8.2	22.2
	7	386	99.7	42.9	40.2	6.4	10.5	16.9
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	154	100	19.3	27.6	23.4	29.7	53.1
	7	391	100	37.2	36.4	11.9	14.6	26.4
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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