



Andrew Jackson Middle

6865 Kershaw Camden
Kershaw, SC 29067

Grades	6-8 Middle School	
Enrollment	477 Students	
Principal	Theodore F. Dutton	803-475-6021
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	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

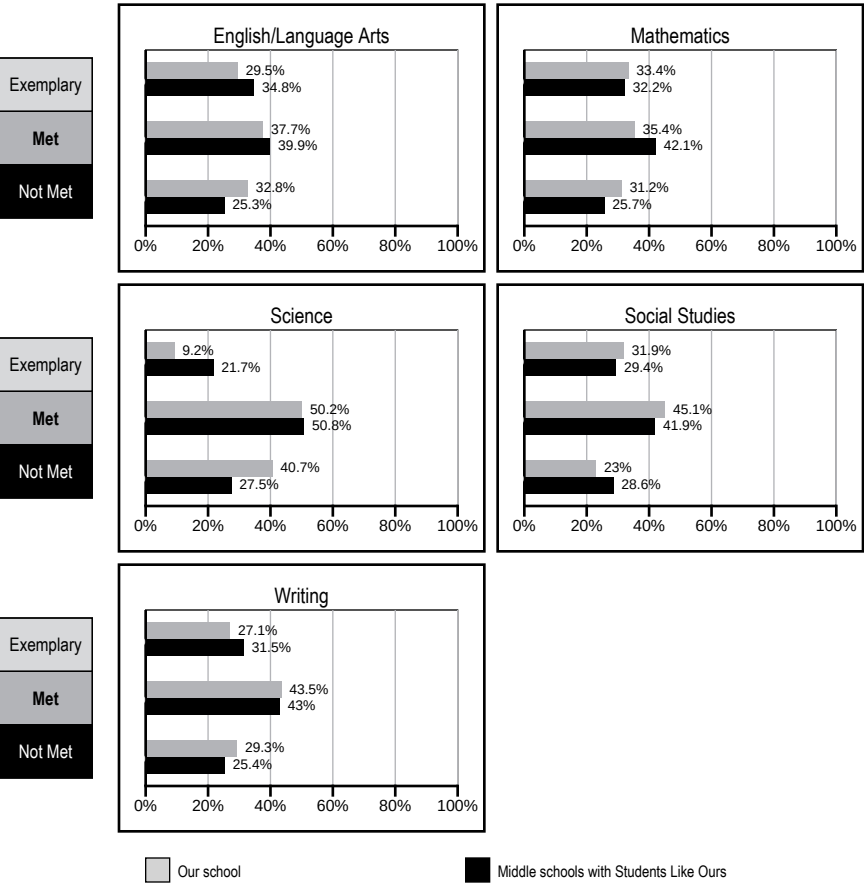
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	36	0	0

* Ratings are calculated with data available by 06/01/2010.

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	97.7%	97.5%
English 1	N/A	96.8%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	97.7%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=477)				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Down from 49.4%	23.5%	21.6%
Retention rate	0.4%	Down from 0.8%	1.1%	1.2%
Attendance rate	96.0%	Down from 96.1%	95.9%	95.9%
Eligible for gifted and talented	12.9%	Down from 16.4%	17.6%	14.8%
With disabilities other than speech	12.7%	Down from 14.4%	11.6%	12.6%
Older than usual for grade	1.5%	Up from 0.8%	2.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.4%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Up from 57.6%	57.6%	56.9%
Continuing contract teachers	69.7%	Down from 72.7%	75.9%	72.7%
Teachers with emergency or provisional certificates	6.3%	Up from 0.0%	4.5%	5.3%
Teachers returning from previous year	83.7%	Down from 86.8%	85.5%	82.9%
Teacher attendance rate	95.3%	Down from 95.8%	95.1%	95.2%
Average teacher salary*	\$48,418	Up 7.2%	\$47,140	\$46,599
Professional development days/teacher	10.1 days	Up from 8.0 days	10.6 days	10.8 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.2 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.1%	Down from 90.5%	89.6%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	98.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,688	Up 11.1%	\$6,915	\$7,645
Percent of expenditures for instruction**	70.0%	Up from 69.1%	63.9%	63.4%
Percent of expenditures for teacher salaries**	65.2%	Up from 63.4%	57.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Andrew Jackson Middle School had some noteworthy growth last year. We continue to seek to provide students and staff with the best possible resources and opportunities that produce universal progress and utilize a united vision of success for all students. This past year, the staff invested many hours evaluating assessment and instruction with respect to student data and academic results. As we worked through the data, we made use of reflection and re-teaching practices, as appropriate, in line with professional learning communities that focus on global and individual goals for students. We have seen continued growth in our assessment results. However, there are still areas of instruction that we are not moving as much as desired. The challenge lies in moving each grade level cohort and simultaneously moving each grade level independent of student population. Our efforts to improve in all areas reveal that our focus for future planning and curriculum implementation are far from complete. As frustrating as it has been to reach beyond past performance levels and still fall short in some cases, AJMS is committed to continuous, progressive, and analytical forward thinking efforts to improve. It has also been a great year of collaboration between core academic and fine arts teachers. Our Medieval Nights, Spring Film festival, and all of the performing arts productions drew the community together during one of the most fiscally trying years ever. Once again we witnessed the importance of community and culture as foundational aspects of our daily operations. AJMS is and will always be a positive constant for our families. Butch Dutton, Principal; Tracie Scott, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	151	107
Percent satisfied with learning environment	94.1%	77.0%	85.8%
Percent satisfied with social and physical environment	94.1%	71.4%	89.6%
Percent satisfied with school-home relations	91.2%	81.6%	87.6%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 18 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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	466	98.9	32.5	37.9	29.6	77.3	80.8	82.8	Yes	Yes
Gender										
Male	251	98.4	38.8	34.3	26.9	72.3	75.9	79.3	N/A	N/A
Female	215	99.5	25.1	42	32.9	83.1	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	350	98.9	26.3	40.2	33.4	82.5	85	89.5	Yes	Yes
African American	111	99.1	51.4	31.8	16.8	60.7	71.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	62	96.8	72.9	22	5.1	33.9	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	223	98.2	45	37.4	17.5	65.9	72.6	75.5	Yes	Yes

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

All Students	466	98.9	33.2	38.1	28.7	75.9	79.8	78.9	Yes	Yes
Gender										
Male	251	98.4	40.1	31.8	28.1	69	76.6	77	N/A	N/A
Female	215	99.5	25.1	45.4	29.5	84.1	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	350	98.9	25.7	42.6	31.7	82.2	85.6	87.2	Yes	Yes
African American	111	99.1	57	24.3	18.7	55.1	66.7	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	62	96.8	66.1	30.5	3.4	45.8	44	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	223	98.2	48.3	32.7	19	63.5	71.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	312	98.7	39.9	50.8	9.3	60.1	64.3	67.5
Gender								
Male	163	98.8	38.4	49.1	12.6	61.6	64.5	67
Female	149	98.7	41.5	52.8	5.6	58.5	64.2	68
Racial/Ethnic Group								
White	230	98.3	30.9	57.3	11.8	69.1	71.1	79.5
African American	78	100	64.1	33.3	2.6	35.9	48.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	42	97.6	55	35	10	45	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	156	97.4	55.4	41.2	3.4	44.6	51.5	55.1

Social Studies

All Students	312	99	22.5	45.4	32.1	77.5	68.8	72.3
Gender								
Male	170	98.2	22.6	40.2	37.2	77.4	67.2	71.5
Female	142	100	22.5	51.4	26.1	77.5	70.5	73.2
Racial/Ethnic Group								
White	234	99.2	16.7	46.1	37.3	83.3	73.7	80.7
African American	76	98.7	41.7	41.7	16.7	58.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	41	95.1	56.4	33.3	10.3	43.6	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	146	98	34.1	45.7	20.3	65.9	59.6	62.1

Abbreviations for Missing Data

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

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	470	97.2	28.9	43.8	27.3	71.1	67.7	70.2	96	96
Gender										
Male	252	97.6	36.7	44.9	18.4	63.3	59.6	63.2	96.2	95.8
Female	218	96.8	19.6	42.6	37.8	80.4	76.4	77.5	95.9	96.1
Racial/Ethnic Group										
White	352	97.7	24.6	44.9	30.5	75.4	73.2	79.1	95.8	95.7
African American	113	96.5	42.2	40.4	17.4	57.8	55.2	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	86.2	N/A	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	98	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.6	68.7	94.3	95.3
Disability Status										
Disabled	59	98.3	75.9	19	5.2	24.1	21.7	26.1	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.9	61.2	92.5	96.5
Socio-Economic Status										
Subsidized meals	229	95.6	38	46.8	15.3	62	56.9	58.9	94.9	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	141	99.3	27.2	39	33.8	72.8
	7	161	98.8	27.4	35.7	36.9	72.6
	8	164	98.8	42.3	39.1	18.6	57.7

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	141	99.3	21.3	42.6	36	78.7
	7	161	98.8	27.4	38.9	33.8	72.6
	8	164	98.8	49.4	33.3	17.3	50.6

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	70	98.6	42.4	56.1	1.5	57.6
	7	161	98.8	35.7	54.8	9.6	64.3
	8	81	98.8	46.2	38.5	15.4	53.8

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	70	100	15.9	66.7	17.4	84.1
	7	161	98.8	19.1	36.9	43.9	80.9
	8	81	98.8	35.5	43.4	21.1	64.5

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	142	96.5	23.5	40.4	36	76.5
	7	167	97	17.3	50	32.7	82.7
	8	161	98.1	45.5	40.4	14.1	54.5

Abbreviations for Missing Data