

JOHNSON MIDDLE

304 Kemper Street
Timmonsville, SC 29161

Grades	6-8 Middle School	
Enrollment	182 Students	
Principal	Robert McDonald	843-346-4685
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	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

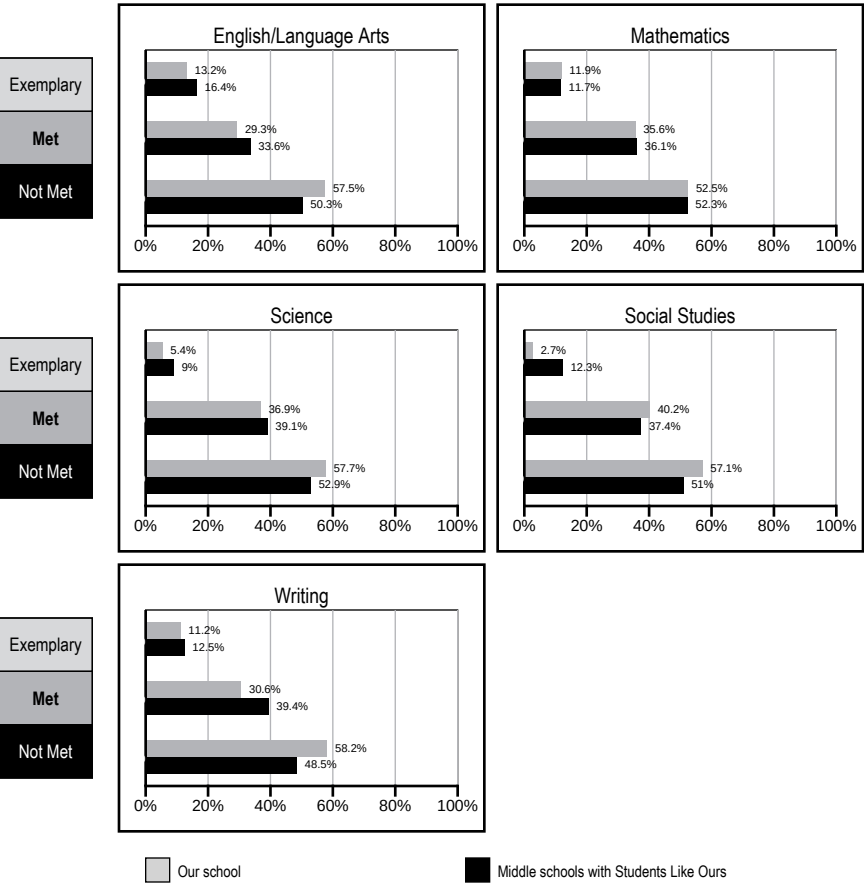
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	32	24

* Ratings are calculated with data available by 03/09/2011.

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	91.7%	88.7%
English 1	88.9%	86.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	90.5%	87.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=182)				
Students enrolled in high school credit courses (grades 7 & 8)	60.7%	Up from 12.8%	13.7%	24.2%
Retention rate	0.0%	Down from 0.5%	1.0%	0.7%
Attendance rate	96.4%	Up from 94.5%	95.4%	95.9%
Eligible for gifted and talented	5.1%	Down from 7.3%	5.9%	16.4%
With disabilities other than speech	8.7%	Down from 17.8%	14.5%	12.0%
Older than usual for grade	6.0%	Up from 3.1%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	64.3%	Up from 56.5%	58.3%	58.5%
Continuing contract teachers	92.9%	Up from 69.6%	68.4%	80.0%
Teachers with emergency or provisional certificates	7.1%	Down from 9.5%	11.1%	4.0%
Teachers returning from previous year	74.5%	Down from 84.8%	78.0%	84.6%
Teacher attendance rate	94.9%	No Change	95.6%	95.4%
Average teacher salary*	\$49,249	Up 3.2%	\$44,664	\$46,561
Professional development days/teacher	19.6 days	Up from 12.1 days	10.6 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 14.2 to 1	17.7 to 1	21.1 to 1
Prime instructional time	89.3%	Up from 87.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	66.7%	Down from 66.8%	95.7%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$10,528	Up 11.9%	\$10,026	\$7,802
Percent of expenditures for instruction**	71.6%	Up from 70.8%	60.4%	63.8%
Percent of expenditures for teacher salaries**	54.5%	Down from 59.3%	55.9%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year was a great year for Johnson Middle School. We increased our achievement and are no longer a part of the Palmetto Priority Schools!

Some of the programs put into place this year that will have a positive impact on achievement include: First, using USA TestPrep. This is a web-based software program that helps prepare students to take PASS. Each student took a pre-test, and based upon his/her results, were given specific assignments related to their weak areas. This program was utilized in all subjects by way of scheduled time in our computer lab.

Secondly, we incorporated Reading and Math Assistance classes into our schedule. This allows for low-achieving students to receive extra help in reading and math. In the Spring semester, we shifted the focus of these classes to serve students who were only a few points from reaching the next scoring level.

Professional Development was integral to the success of JMS this year. The district's focus was on three areas. First, creating assessments before teaching the lesson, second, Differentiated Instruction, and third, Conflict Resolution. Each of these areas was presented to the district staff during one of our early release days. At future staff development sessions on these early release days, teachers modeled the focus area of the day. Funding for professional development opportunities was provided through Title I and Palmetto Priority Schools. Implementation of these skills and best practices will continue to be a focus for 2010-2011.

Johnson Middle School students were celebrated for their accomplishments this year. JMS was able to continue to offer English I and Algebra I. Students took the End of Course assessment in May, and JMS had all eleven students pass the Algebra I EOCT and seven of eight pass the English I EOC. Savannah McDowell was recognized for receiving the school and district honors of the Lt. Governor's Writing Award. Johnson Middle School students also placed Third in the state in the Stock Market Competition. Members of the Stock Market Team were Dale Clavon, Jeremy Howard, McKayla Plowden, and Desiree Simon. Students who earned high averages, as well as most improved, honor roll, no discipline referrals, and perfect attendance were recognized at quarterly and end of the year ceremonies.

Johnson Middle School is school on the move!

Robert McDonald, Principal
Darrell McFadden, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	43	33
Percent satisfied with learning environment	83.3%	34.9%	48.4%
Percent satisfied with social and physical environment	88.9%	48.8%	45.5%
Percent satisfied with school-home relations	56.3%	74.4%	51.5%

* 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 10 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

CSI

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	30.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.2%	0.0%	No
Student attendance rate	96.4%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	181	97.8	58.9	28.2	12.9	55.8	60.5	83.5	No	Yes
Gender										
Male	91	98.9	61.6	30.2	8.1	52.3	53.8	80.1	N/A	N/A
Female	88	96.6	55.8	26	18.2	59.7	67.5	87	N/A	N/A
Racial/Ethnic Group										
White	19	100	44.4	22.2	33.3	66.7	68.3	89.6	I/S	I/S
African American	157	97.5	60.3	29.8	9.9	55.3	59.7	74.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	26	96.2	91.7	4.2	4.2	12.5	20.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	168	97.6	59.1	27.9	13	55.2	59.3	76.9	No	Yes

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

All Students	181	97.2	54.9	34.6	10.5	61.7	54.3	80.4	Yes	Yes
Gender										
Male	91	97.8	61.2	28.2	10.6	57.6	52.3	78.4	N/A	N/A
Female	88	96.6	48.1	41.6	10.4	66.2	56.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	38.9	33.3	27.8	66.7	58.5	87.8	I/S	I/S
African American	157	96.8	57.1	34.3	8.6	61.4	54	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	26	92.3	N/A	N/A	N/A	30.4	23.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	168	97	56.2	34.6	9.2	60.1	52.9	72.8	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	119	100	56.9	37.6	5.5	43.1	44.2	67.3
Gender								
Male	59	100	57.1	35.7	7.1	42.9	41.9	66.9
Female	60	100	56.6	39.6	3.8	43.4	46.5	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	52.6	79.6
African American	110	100	56.4	38.6	5	43.6	43.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	10.5	10	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	109	100	58.8	36.3	4.9	41.2	42.4	55.4

Social Studies

All Students	120	100	57.1	40.2	2.7	42.9	51.3	70.9
Gender								
Male	62	100	59.3	37.3	3.4	40.7	47	70.1
Female	56	100	54.7	43.4	1.9	45.3	55.8	71.7
Racial/Ethnic Group								
White	16	100	33.3	53.3	13.3	66.7	55.2	79.2
African American	102	100	61.1	37.9	1.1	38.9	50	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	N/A	N/A	N/A	17.6	20	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	113	100	56.1	41.1	2.8	43.9	51.4	60.8

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	185	96.2	57.2	31.3	11.4	42.8	44.9	72.1	96.4	96.5
Gender										
Male	95	96.8	65.2	30.3	4.5	34.8	36.2	65.2	95.8	96.1
Female	86	97.7	48.1	32.5	19.5	51.9	53.8	79.2	97.1	97
Racial/Ethnic Group										
White	21	95.2	47.4	31.6	21.1	52.6	45.2	80.8	95.8	95.2
African American	159	97.5	58.3	31.9	9.7	41.7	44.7	59.7	96.5	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	98.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	64.6	94.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.8
Disability Status										
Disabled	19	94.7	83.3	11.1	5.6	16.7	14.3	27.7	95	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	95.8	97
Socio-Economic Status										
Subsidized meals	174	96	58	31.2	10.8	42	44	61.9	96.3	96.5

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
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

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	63	100	55	33.3	11.7	45
	7	51	100	38.8	38.8	22.4	61.2
	8	69	100	53.2	33.9	12.9	46.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	69	95.7	54.2	32.2	13.6	45.8
	7	62	100	65.5	24.1	10.3	34.5
	8	50	98	56.5	28.3	15.2	43.5

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	63	100	53.3	35	11.7	46.7
	7	51	100	26.5	57.1	16.3	73.5
	8	69	100	54.8	32.3	12.9	45.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	69	94.2	53.4	43.1	3.4	46.6
	7	62	100	63.8	22.4	13.8	36.2
	8	50	98	45.7	39.1	15.2	54.3

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	31	100	65.5	31	3.4	34.5
	7	51	100	40.8	57.1	2	59.2
	8	34	100	54.8	38.7	6.5	45.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	34	100	66.7	30	3.3	33.3
	7	62	100	53.4	39.7	6.9	46.6
	8	23	100	52.4	42.9	4.8	47.6

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
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	32	100	45.2	51.6	3.2	54.8
	7	51	100	55.1	38.8	6.1	44.9
	8	35	100	45.2	41.9	12.9	54.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	N/A	N/A	N/A	65.5
	7	62	100	72.4	25.9	1.7	27.6
	8	26	100	48	44	8	52
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	65	100	54.8	37.1	8.1	45.2
	7	51	100	51	36.7	12.2	49
	8	67	100	38.7	53.2	8.1	61.3
2010	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	72	93.1	63.9	21.3	14.8	36.1
	7	62	100	66.1	28.8	5.1	33.9
	8	51	96.1	37	47.8	15.2	63

Abbreviations for Missing Data

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