

JOHNSON MIDDLE

304 Kemper Street
Timmonsville, SC 29161

Grades	6-8 Middle School	
Enrollment	187 Students	
Principal	Mr. Andre Boyd	1-843-346-4586
Superintendent	Dr. Steve Quick	
Board Chair	Mrs. Hyman	1-843-346-3956

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

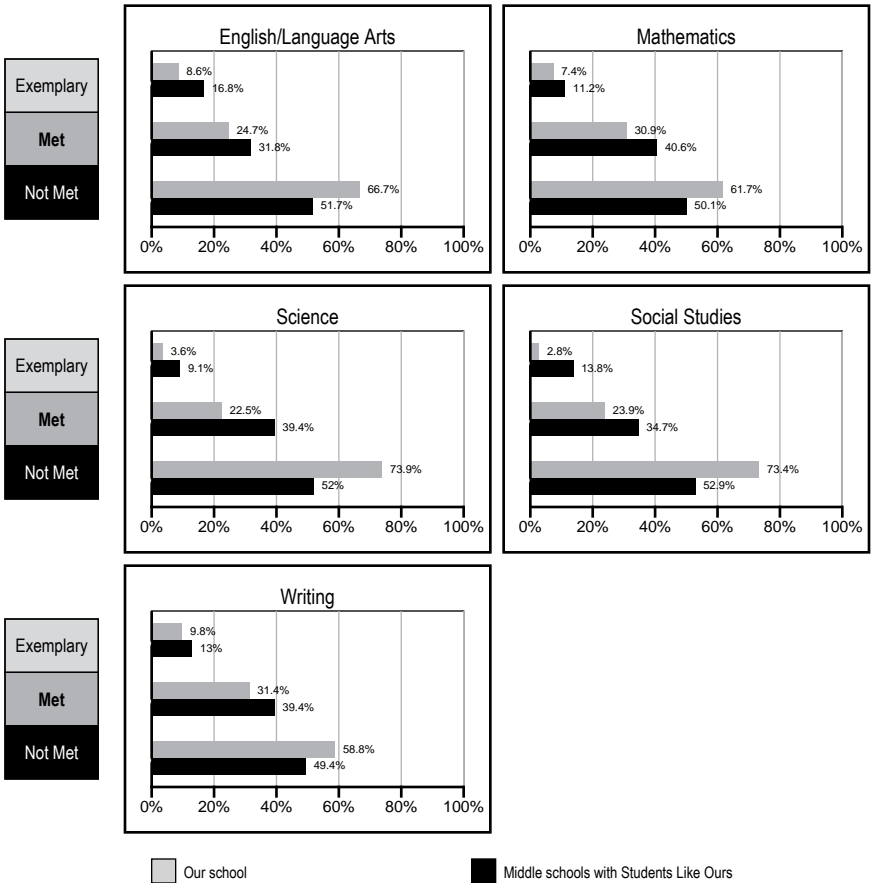
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	28	25

* Ratings are calculated with data available by 11/09/2011.

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	100.0%	88.1%
English 1	100.0%	86.5%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=187)				
Students enrolled in high school credit courses (grades 7 & 8)	13.9%	Down from 60.7%	13.3%	24.5%
Retention rate	4.0%	Up from 0.0%	1.0%	0.7%
Attendance rate	94.6%	Down from 96.4%	95.3%	95.9%
Served by gifted and talented program	0.0%	Down from 5.1%	5.7%	17.8%
With disabilities other than speech	16.9%	Up from 8.7%	11.2%	9.2%
Older than usual for grade	5.6%	Down from 6.0%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	Down from 64.3%	58.3%	60.0%
Continuing contract teachers	84.6%	Down from 92.9%	66.0%	82.6%
Teachers returning from previous year	76.2%	Up from 74.5%	78.7%	85.6%
Teacher attendance rate	92.7%	Down from 94.9%	95.4%	95.3%
Average teacher salary*	\$47,163	Down 4.2%	\$44,040	\$46,300
Professional development days/teacher	6.5 days	Down from 19.6 days	10.6 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 21.2 to 1	18.2 to 1	21.5 to 1
Prime instructional time	86.5%	Down from 89.3%	89.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	58.2%	Down from 66.7%	97.9%	98.1%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$8,281	Down 21.3%	\$9,989	\$7,634
Percent of expenditures for instruction**	68.0%	Down from 71.6%	60.3%	64.0%
Percent of expenditures for teacher salaries**	65.6%	Up from 54.5%	56.0%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our vision for Johnson Middle School is building character and impacting student achievement in a caring school community. During the 2010-2011 school year, the faculty and students of Johnson Middle School continued to make great strides towards achieving our vision. With ongoing staff development, enforcing of school uniforms, character education programs, Jobs for South Carolina Graduates, Saturday Academy, and a strong athletics program, we have offered invaluable learning experiences.

We are proud of the students, faculty and staff of Timmonsville High School. With continued commitment and support, we will achieve our vision as we provide the best educational experiences for the students we serve.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	0	0
Percent satisfied with learning environment	11.1%	N/R	N/R
Percent satisfied with social and physical environment	88.9%	N/R	N/R
Percent satisfied with school-home relations	0.0%	N/R	N/R

* 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

CA

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	36.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.8%	0.0%	No
Student attendance rate	94.6%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)										
All Students	177	96.1	66	25.2	8.8	46.5	52.1	82.4	No	Yes
Gender										
Male	82	97.6	71.8	24.4	3.8	39.7	45.9	78.7	N/A	N/A
Female	85	98.8	59.7	26	14.3	54.5	59.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	19	100	46.7	33.3	20	60	62.9	88.9	I/S	I/S
African American	149	96.6	67.6	25.2	7.2	46	50.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	31	90.3	N/AV	N/AV	N/AV	7.1	22.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	98	67.1	24	8.9	46.6	51.3	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	177	96.1	61.3	31.3	7.5	56.9	53.3	81.9	No	Yes
Gender										
Male	82	97.6	67.9	28.2	3.8	47.4	48.3	79.9	N/A	N/A
Female	85	98.8	53.8	34.6	11.5	67.9	59.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	19	100	46.7	46.7	6.7	53.3	62.9	88.9	I/S	I/S
African American	149	96.6	62.1	30.7	7.1	57.1	51.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	31	96.8	N/AV	N/AV	N/AV	3.3	19	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	152	98	62.6	29.9	7.5	56.5	52.2	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	98.3	73.6	22.7	3.6	26.4	30.5	68.6
Gender								
Male	55	98.2	75.5	20.8	3.8	24.5	26.1	68.3
Female	59	100	70.4	25.9	3.7	29.6	35.6	68.9
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	62.5	80.7
African American	102	98	75.3	21.6	3.1	24.7	26.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	20	95	N/AV	N/AV	N/AV	10.5	18.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	104	99	74.3	21.8	4	25.7	29.8	57.3
Social Studies								
All Students	119	97.5	72.9	24.3	2.8	27.1	38.4	72.5
Gender								
Male	56	98.2	83	15.1	1.9	17	31	72
Female	58	100	62.3	34	3.8	37.7	46.1	73.1
Racial/Ethnic Group								
White	16	100	N/AV	N/AV	N/AV	33.3	46.2	81
African American	98	96.9	73.9	22.8	3.3	26.1	36.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	23	91.3	N/AV	N/AV	N/AV	9.5	23.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	99	99	72.9	25	2.1	27.1	38.2	62.9

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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	54	96.3	58	32	10	42	50	73.2	94.6	98
Gender										
Male	25	96	N/AV	N/AV	N/AV	25	37	67.2	94.2	98
Female	27	100	40	40	20	60	66	79.4	95.1	98
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	81.5	94.7	98
African American	52	96.2	58.3	31.3	10.4	41.7	50.5	61.3	94.5	97.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.9	98.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	98.9
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	20	26	93.7	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.1	99.5
Socio-Economic Status										
Subsidized meals	50	98	58.3	31.3	10.4	41.7	49.5	63.2	94.6	97.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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	57	96.5	57.7	26.9	15.4	42.3
	7	64	96.9	71.9	22.8	5.3	28.1
	8	56	94.6	68	26	6	32
Mathematics							
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
2011	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	57	96.5	54.7	37.7	7.5	45.3
	7	64	98.4	72.4	25.9	1.7	27.6
	8	56	92.9	55.1	30.6	14.3	44.9
Science							
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
2011	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	28	100	70.4	25.9	3.7	29.6
	7	64	96.9	N/AV	N/AV	N/AV	28.1
	8	27	100	80.8	7.7	11.5	19.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	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	28	96.4	N/AV	N/AV	N/AV	56
	7	64	98.4	82.8	12.1	5.2	17.2
	8	27	96.3	N/AV	N/AV	N/AV	20.8
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	54	96.3	58	32	10	42

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