



Johnston Edgefield Trenton Middle School;

1095 Columbia Rd
Johnston, SC 29824

Grades	6-8 Middle School	
Enrollment	505 Students	
Principal	Stephen Hampton	803-275-1997
Superintendent	Mr. Greg Anderson	803-275-4601
Board Chair	Mr. Brad Covar	803-637-3775

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

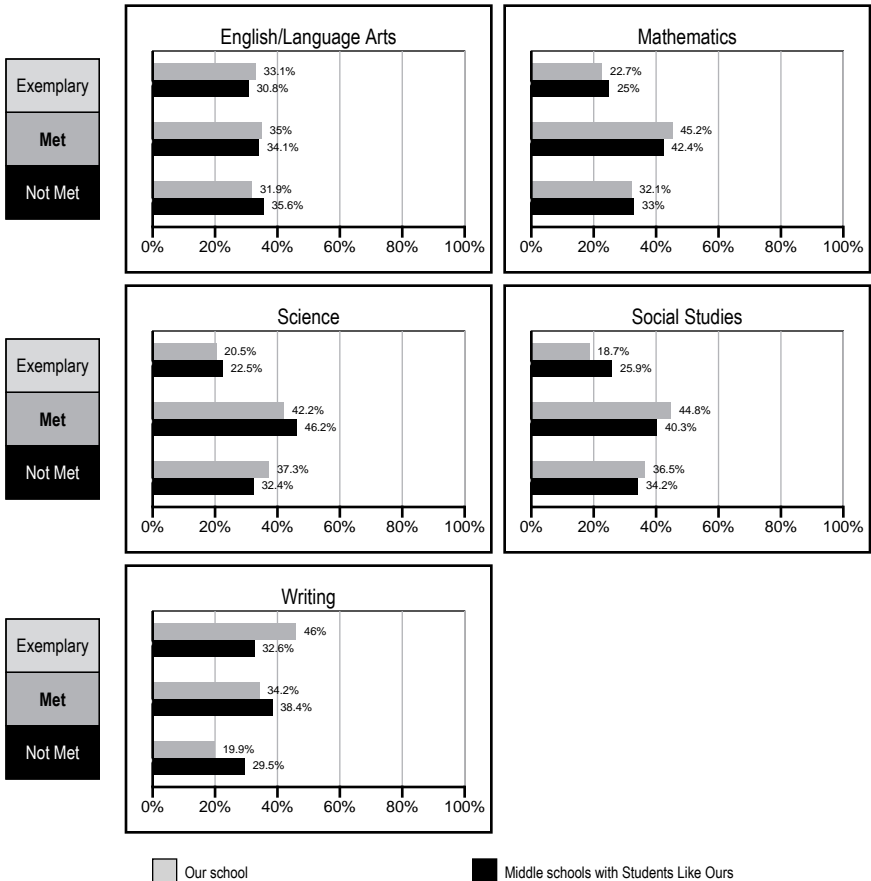
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	7	44	4	2

* Ratings are calculated with data available by 11/07/2012.

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%	97.1%
English 1	100.0%	95.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=505)				
Students enrolled in high school credit courses (grades 7 & 8)	42.9%	Up from 13.9%	21.9%	22.9%
Retention rate	0.0%	Down from 0.2%	0.9%	0.8%
Attendance rate	96.5%	Up from 95.8%	96.0%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	26.7%	Down from 41.9%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.3%	Down from 82.7%	86.2%	86.7%
Teacher attendance rate	N/R	N/R	95.3%	95.2%
Average teacher salary*	\$44,319	Down 4.5%	\$45,676	\$46,422
Professional development days/teacher	9.0 days	Up from 7.3 days	10.3 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	22.2 to 1	22.0 to 1
Prime instructional time	N/R	N/R	89.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 60.4%	98.6%	98.8%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$7,048	Down 0.4%	\$7,181	\$7,245
Percent of expenditures for instruction**	57.8%	Down from 65.3%	62.1%	63.1%
Percent of expenditures for teacher salaries**	56.8%	Down from 64.1%	60.2%	60.9%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Johnston Edgefield Trenton Middle School is located in the historic county of Edgefield. The school was founded in 1993 to service the towns of Johnston, Edgefield and Trenton. Since its inception J-E-T Middle School has been focused on providing the best education possible for students in Edgefield County. While striving to provide this quality education, the school has been honored with many awards. This school year J-E-T Middle School was awarded the Palmetto Silver Award for academic achievement. As a T.A.P. School J-E-T earned a valued added 5 rating. This is the highest rating attainable for a school in the T.A.P. Program. J-E-T earned a "B" rating this year based upon student's PASS performance. J-E-T Middle School was honored with the Exemplary Writing Program Award on several occasions, with the latest awarded for the 2002-2005 school years. J-E-T Middle school was a Palmetto's Finest Award Finalist for the 1999-2000 school years. The Palmetto's Finest Award was awarded to J-E-T the next year in 2001.

The Johnston Edgefield Trenton school community takes pride in its accomplishments but is not willing to rest on them. The administration and faculty is currently taking steps to increase the school's competitiveness in the 21st century. New Initiatives such as The Eagle Leadership and Achievement Academy are designed to foster a stimulating academic environment for students. Students are required to perform at a high level academically and display a high level of character in order to be admitted to the academy. Students are active in various service learning projects including peer tutoring and community service. The PBIS model is also being implemented in order to maintain a positive environment where good character is promoted and valued.

Partnerships with higher education institutions such as Clemson University's dropout prevention program and U.S.C. Aiken's Ruth Patrick Science Center were developed by the leadership of J-E-T in order to assist in the school's academic progress. Students are able to take several field trips throughout the course of the year to the Ruth Patrick Science Center and to the Audubon Center. These trips are designed to fit seamlessly into science standards for all three grade levels.

Administrators, faculty and parents understand the challenges that lie ahead for Johnston Edgefield Trenton Middle School. We are optimistic that we will continue to make strides in the right direction as we increase students achievement and increase opportunities for students to value themselves and others. All of our stakeholders are committed to continuing the effort to help J-E-T Middle School soar and provide Edgefield County with one of the finest middle schools in the state of South Carolina.

Stephen Hampton, Principal
S.I.C. Chair

Jill Cockrell,

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	151	99
Percent satisfied with learning environment	65.5%	67.1%	82.8%
Percent satisfied with social and physical environment	85.7%	70.9%	76.8%
Percent satisfied with school-home relations	59.3%	83.8%	77.3%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	88.9
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Johnston Edgefield Trenton Middle School; school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	643.2	638.3	619.0	618.0	99.8	99.8
Male	638.6	635.6	619.4	616.6	99.6	99.6
Female	648.4	641.4	618.5	619.4	100.0	100.0
White	670.8	658.3	647.3	638.7	100.0	100.0
African American	628.5	626.6	605.8	607.1	99.7	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	592.3	588.3	578.7	576.5	98.8	98.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.3	629.0	609.5	608.5	99.7	99.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
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	168	99.4	41.4	32.1	26.5	58.6
	7	162	100	32.7	29.6	37.7	67.3
	8	156	100	36.7	33.3	30	63.3
2012	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	170	100	33.7	32.5	33.7	66.3
	7	168	99.4	33.3	35.8	30.9	66.7
	8	168	100	27.3	36.6	36	72.7
Mathematics							
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	168	99.4	37.7	42	20.4	62.3
	7	162	99.4	31.6	40.5	27.8	68.4
	8	156	100	40.7	43.3	16	59.3
2012	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	170	100	27.7	45.8	26.5	72.3
	7	168	99.4	37	42.4	20.6	63
	8	168	100	30.4	47.2	22.4	69.6
Science							
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	84	98.8	53.7	40.2	6.1	46.3
	7	162	100	30.2	48.4	21.4	69.8
	8	77	100	45.2	27.4	27.4	54.8
2012	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	88	100	45.9	47.1	7.1	54.1
	7	168	99.4	37	38.2	24.8	63
	8	85	100	26.3	45	28.8	73.8

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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							
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	85	97.7	32.9	51.9	15.2	67.1
	7	162	100	39.6	43.4	17	60.4
	8	79	98.7	41.6	31.2	27.3	58.4
2012	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	83	100	29.3	62.2	8.5	70.7
	7	167	99.4	40.2	39	20.7	59.8
	8	83	100	34.6	39.5	25.9	65.4
Writing							
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	159	100	39	33.8	27.3	61
2012	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	167	99.4	19.9	34.2	46	80.1

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