



J V Martin Junior High

301 Martin Luther King
Dillon, South Carolina

Grades	7-8 Middle School	
Enrollment	536 Students	
Principal	Amanda L. Burnette	843-774-1212
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	At-Risk

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

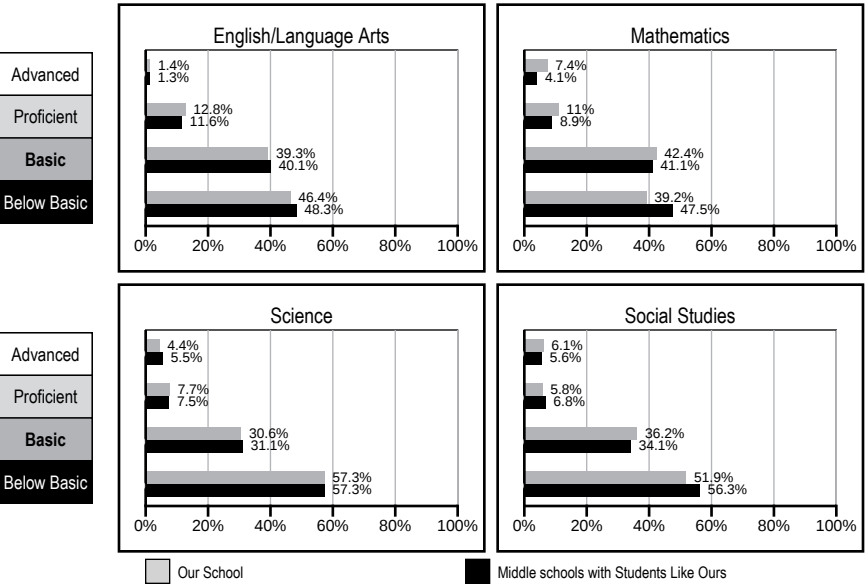
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	52

* 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	100.0	85.2
English 1	0	82.8
Physical Science	0	56.8
All Subjects	100.0	82.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=536)				
Students enrolled in high school credit courses (grades 7 & 8)	13.1%	Up from 0.0%	11.8%	19.4%
Retention rate	2.4%	Down from 5.4%	3.4%	1.8%
Attendance rate	88.3%	Down from 91.6%	95.2%	95.8%
Eligible for gifted and talented	8.0%	Down from 8.5%	5.8%	15.3%
With disabilities other than speech	8.0%	Down from 9.2%	13.4%	12.9%
Older than usual for grade	6.2%	Down from 6.6%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	42.9%	Up from 39.4%	53.5%	55.0%
Continuing contract teachers	54.3%	Down from 69.7%	54.3%	70.6%
Teachers with emergency or provisional certificates	18.8%	Up from 9.4%	18.9%	5.4%
Teachers returning from previous year	76.4%	Down from 84.0%	76.5%	83.4%
Teacher attendance rate	92.5%	Down from 93.0%	94.7%	94.9%
Average teacher salary	\$41,362	Up 2.7%	\$43,109	\$44,706
Professional development days/teacher	16.0 days	Up from 11.7 days	12.1 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 24.0 to 1	16.3 to 1	20.1 to 1
Prime instructional time	79.1%	Down from 82.3%	88.8%	89.3%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.9%	Up from 92.6%	96.4%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$6,582	Down 7.0%	\$8,665	\$7,097
Percent of expenditures for instruction*	65.8%	Up from 59.2%	63.2%	64.4%
Percent of expenditures for teacher salaries*	53.5%	Down from 56.7%	56.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

During the 2007-2008 school year, JV Martin Junior High School has made many strides. With the arrival of a new principal specialist in early July, the school began to shift its focus to the middle school concept. Teachers were grouped on teams to better teach students, and many changes in the school structure and student movement were made.

The focus for this school year has been on literacy, and many new programs have been put in place to help all students become active, engaged readers. The Sonday System, taught by our elective teachers, was used to assist struggling readers by providing specialized instruction geared to meet these students' needs. The ELA teachers were trained and coached in implementing the Balanced Literacy approach to language arts. A Literacy Room was built that contains over 8,000 leveled books packaged in sets of 6 to be used with small flexible reading groups in all classrooms. In addition, AIMS math training was provided to increase the use of manipulatives in teaching math curriculum standards, and a math coach worked with teachers throughout the year to improve teaching practices. Science teachers have worked with our curriculum specialist to create new science curriculum guides that incorporate the use of "hands-on" activities for teaching science. And, our social studies teachers have begun to use literature to support social studies instruction.

Students at JV Martin have excelled in academics this school year! Measures of Academic Progress (MAP) Testing has reflected large gains in student achievement in all areas. Our students taking Algebra I for high school credit had a 100% pass rate on the end of course exam, and 13 of these students made a perfect score on the test. Our struggling readers who were taught using the Sonday System showed gains on the average of 3.1 reading levels!

JV Martin Junior High School has made great strides this year! We are so proud of all we have accomplished, and with continued support of parents and community, we are looking forward to the future.

Amanda Burnette, Principal Specialist
Frankie Camp, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	221	138
Percent satisfied with learning environment	92.5%	52.3%	54.1%
Percent satisfied with social and physical environment	90.0%	49.8%	52.3%
Percent satisfied with school-home relations	57.5%	68.8%	57.8%

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

School Adequate Yearly Progress

NO

This school met 8 out of 17 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	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.1%	0.0%	No
Student attendance rate	88.3%	94.0%	No

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	514	99	45.7	39.3	12.8	2.3	21.9	34.8	48.2	No	Yes
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Gender

Male	262	98.9	54.8	34.8	8.4	2	16	29.1	41.7	N/A	N/A
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Female	252	99.2	35.9	44	17.5	2.6	28.2	40.9	55	N/A	N/A
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Racial/Ethnic Group

White	125	100	29.9	43.6	22.2	4.3	35.9	49.6	60	No	Yes
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African American	354	98.6	49.7	38.6	9.9	1.8	18	30.1	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	16	100	53.3	33.3	13.3	0	20	38.8	38.4	I/S	I/S
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American Indian/Alaskan	16	100	62.5	31.3	6.3	0	6.3	23.9	47	I/S	I/S
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Disability Status

Disabled	31	100	75	10.7	0	14.3	14.3	14.9	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	53.3	33.3	13.3	0	20	40.7	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	444	99.1	48.3	39.2	10.5	1.9	18.2	32.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	514	98.4	41.2	44.3	9.8	4.8	22.5	34.3	45.8	No	Yes
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Gender

Male	262	97.7	46.2	42.1	5.7	6.1	19.4	32.1	45.6	N/A	N/A
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Female	252	99.2	35.9	46.6	14.1	3.4	25.6	36.7	45.9	N/A	N/A
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Racial/Ethnic Group

White	125	98.4	27	48.7	16.5	7.8	40.9	52.7	59	No	Yes
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African American	354	98.3	45	43.5	7.8	3.6	16.5	28.2	26.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	16	100	46.7	40	0	13.3	26.7	42.9	38.1	I/S	I/S
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American Indian/Alaskan	16	100	50	37.5	12.5	0	12.5	26.1	46.2	I/S	I/S
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Disability Status

Disabled	31	96.8	74.1	11.1	0	14.8	14.8	14.9	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	46.7	40	0	13.3	26.7	42.6	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	444	98.4	43.5	43.5	9.1	3.8	19.2	31.7	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	385	98.7	56.6	30.7	7.7	5	12.7	19.7	35.7	88.3	94.1
Gender											
Male	200	98.5	57.1	31.4	6.3	5.2	11.5	18.7	37.4	86.1	93.4
Female	185	98.9	56.1	29.8	9.4	4.7	14	20.7	33.8	90.7	94.9
Racial/Ethnic Group											
White	94	98.9	43.7	28.7	16.1	11.5	27.6	34.1	49.2	89.4	93.6
African American	265	98.5	61	31.5	4.8	2.8	7.6	14.4	17	88.5	94.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96	96.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	30.3	24.9	87.2	95.2
American Indian/Alaskan	13	100	61.5	23.1	7.7	7.7	15.4	20.6	37.4	77.3	88.4
Disability Status											
Disabled	24	100	85.7	4.8	0	9.5	9.5	5.1	14	83.8	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	55.6	33.3	11.1	0	11.1	33.3	24.4	87.5	95.1
Socio-Economic Status											
Subsided meals	330	98.8	59.5	30.2	6.4	3.9	10.3	17.5	21.1	88.4	94.2
Social Studies											
All Students	383	99.2	51.5	36.1	6.1	6.3	12.4	17.7	34	88.3	94.1
Gender											
Male	191	99	52.2	37	4.9	6	10.9	17.9	36.6	86.1	93.4
Female	192	99.5	50.8	35.2	7.3	6.7	14	17.6	31.3	90.7	94.9
Racial/Ethnic Group											
White	88	98.9	33.7	49.4	6	10.8	16.9	27.4	44.5	89.4	93.6
African American	267	99.3	56	32.9	6.3	4.8	11.1	14.7	19.1	88.5	94.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96	96.5
Hispanic	13	100	53.8	38.5	0	7.7	7.7	18.9	27.5	87.2	95.2
American Indian/Alaskan	14	100	71.4	14.3	7.1	7.1	14.3	12.1	32.7	77.3	88.4
Disability Status											
Disabled	22	100	75	15	5	5	10	7.3	14.4	83.8	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	53.8	38.5	0	7.7	7.7	20	27.3	87.5	95.1
Socio-Economic Status											
Subsided meals	334	99.4	55.8	33.8	5.4	5	10.4	15.7	21	88.4	94.2

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	261	98.5	56.6	33.8	8.3	1.3	9.6
	8	265	98.9	50.2	34.3	11.6	3.9	15.5
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.2	44.1	42.4	13.1	0.4	13.5
	8	253	98.8	47.3	36	12.6	4.2	16.7
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	261	98.1	38.6	44.3	9.2	7.9	17.1
	8	265	98.5	52.6	34.9	5.6	6.9	12.5
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.2	40.8	45.3	9.4	4.5	13.9
	8	253	97.6	41.5	43.2	10.2	5.1	15.3
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	261	97.3	58.7	28	6.2	7.1	13.3
	8	134	98.5	66.4	23.4	7.5	2.8	10.3
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	98.5	51.6	33.6	9.4	5.3	14.8
	8	124	99.2	66.9	24.6	4.2	4.2	8.5
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	261	97.3	68	20.9	6.7	4.4	11.1
	8	137	99.3	47.1	46.2	5.9	0.8	6.7
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	259	98.8	53.1	31.4	6.9	8.6	15.5
	8	124	100	48.3	45.8	4.2	1.7	5.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample