

Johnston-Edgefield-Trenton Middle

1095 Columbia Road
Johnston, South Carolina

Grades	6-8 Middle School	
Enrollment	532 Students	
Principal	Louis Scott	803-275-1997
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

http://ed.sc.gov
http://www.sceoc.org

Johnston-Edgefield-Trenton Middle 03/02/09-1901009

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

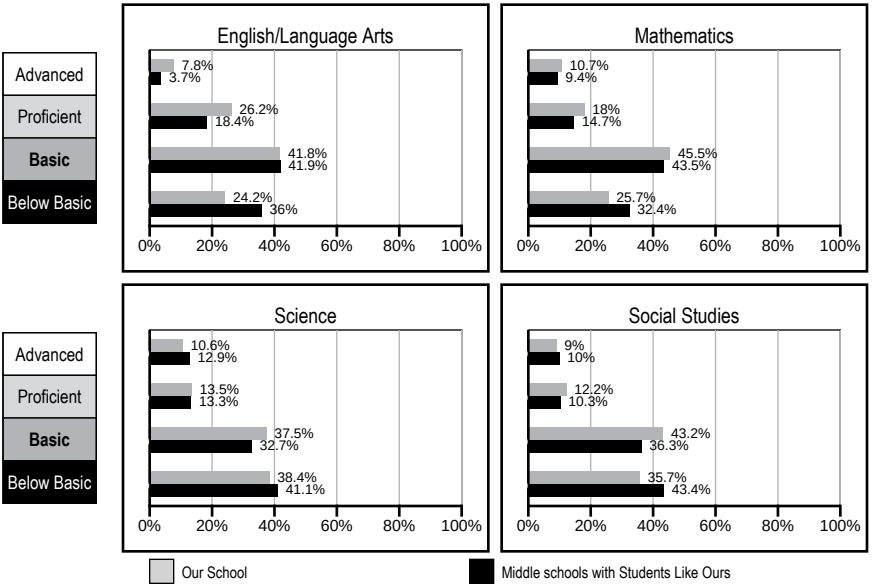
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	21	15

* 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	97.9	94.0
English 1	100.0	93.6
Physical Science	0	0
All Subjects	98.8	92.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=532)				
Students enrolled in high school credit courses (grades 7 & 8)	47.2%	Up from 38.2%	16.0%	19.4%
Retention rate	4.0%	Up from 2.3%	2.2%	1.8%
Attendance rate	96.3%	Up from 96.1%	95.7%	95.8%
Eligible for gifted and talented	10.1%	Up from 9.9%	12.5%	15.3%
With disabilities other than speech	18.7%	Up from 17.6%	14.1%	12.9%
Older than usual for grade	5.1%	Up from 2.0%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.3%	Down from 16.9%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Down from 56.5%	54.0%	55.0%
Continuing contract teachers	76.7%	Down from 93.5%	68.4%	70.6%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	6.7%	5.4%
Teachers returning from previous year	85.1%	Down from 88.8%	80.5%	83.4%
Teacher attendance rate	94.1%	Down from 94.5%	94.9%	94.9%
Average teacher salary	$47,615	Up 7.3%	$44,234	$44,706
Professional development days/teacher	15.3 days	Up from 12.3 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.3 to 1	20.5 to 1	20.1 to 1
Prime instructional time	89.0%	Down from 89.2%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	56.5%	Down from 73.7%	98.0%	98.0%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil*	$7,803	Up 17.4%	$6,971	$7,097
Percent of expenditures for instruction*	67.1%	Down from 68.1%	64.3%	64.4%
Percent of expenditures for teacher salaries*	64.7%	Down from 66.6%	59.7%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Johnston-Edgefield-Trenton (J.E.T.) Middle School is conveniently located midway among the three small communities it serves, and for which it was named. Designed structurally and organizationally around the middle school concept of team, J.E.T. houses a faculty that practices its belief that all students should be provided opportunities for successful experiences. At J.E.T. we strive to offer a curriculum that maximizes the intellectual, emotional, social, and physical development of our emerging adolescents. This curriculum requires the dedication and cooperation of parents, students, and school personnel working together for the benefit of all students. We continue to review, analyze, and refine our curriculum in order to provide a comprehensive and challenging educational program for all students.

We are proud of our students and applaud their accomplishments. Our students excel in many areas that are helping them grow into well-rounded citizens. One of our students was named the District's Lt. Governor's Writing Award Winner. Our Math Counts team did well in the regional competition, and one of our students finished as the top student in the regional competition. Our Future City Team placed well in the regional competition. We have nine students recognized as Junior Scholars; this year, we have two students recognized as Duke T.I.P Scholars. We were also fortunate enough to have a student offered the opportunity to attend The National Young Leaders Conference in Washington, D.C. Our athletic programs continue to be strong in competition. Many of our students have been recognized as members of the All-Region Band and also participate in the high school's marching band.

Our teachers continue to seek new methods and resources to aid them in improving instruction. Many take summer courses, attend conferences, and participate in book studies. Our teachers have presented at state and national conferences including SCCEC, National School Reform Conferences, and SCMSA Conferences. They continue to look for additional funding sources and have been successful in obtaining numerous grants. This year, we received the Washington-Savannah River Grant, Toyota Tapestry Grant, CE Mist Grant (a national science grant), and the Project Lead the Way Grant from the Educational Foundation. Our school is also an Accredited School with the Southern Association of Colleges and Schools.

J.E.T. Middle School is proud of its history and achievements. We encourage parent participation in school activities and appreciate continued community support as we work together to provide the best educational opportunities possible for our students.

Louis A. Scott, Principal
Audrey Coleman, School Improvement Council
Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	164	51
Percent satisfied with learning environment	81.1%	74.4%	85.4%
Percent satisfied with social and physical environment	81.6%	68.6%	77.6%
Percent satisfied with school-home relations	55.3%	85.0%	94.0%

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

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School Adequate Yearly Progress	NO

This school met 14 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. 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	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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Johnston-Edgefield-Trenton Middle											03/02/09-1901009
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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	523	100	25.7	42.8	25.7	5.7	42.6	50.5	48.2	Yes	Yes
Gender											
Male	294	100	31.4	43.8	20.1	4.6	33.9	42.7	41.7	N/A	N/A
Female	229	100	18.5	41.4	32.9	7.2	53.6	58.9	55	N/A	N/A
Racial/Ethnic Group											
White	183	100	15.9	37.5	35.8	10.8	59.1	61.8	60	Yes	Yes
African American	325	100	31.4	46.3	19	3.2	32.7	37.2	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	14	100	23.1	30.8	46.2	0	53.8	51.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	99	100	66.3	27.2	2.2	4.3	10.9	14.5	16	No	Yes
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
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	369	100	31.9	44.2	20.6	3.3	35.6	39	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	523	99.8	26.8	48.2	17.5	7.5	31	44.7	45.8	No	Yes
Gender											
Male	294	99.7	24.8	52.5	15.2	7.4	29.1	43.5	45.6	N/A	N/A
Female	229	100	29.3	42.8	20.3	7.7	33.3	46.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	183	100	11.4	46.6	27.3	14.8	50.6	59.5	59	Yes	Yes
African American	325	99.7	35.7	49.7	11.1	3.5	19.1	27.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	14	100	23.1	30.8	38.5	7.7	46.2	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	99	99	63.7	28.6	4.4	3.3	13.2	16.6	17.1	No	Yes
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
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	369	100	32.2	49.7	14.4	3.6	23.1	32.4	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Johnston-Edgefield-Trenton Middle											03/02/09-1901009
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	356	99.7	37.9	37.3	13.4	11.4	24.8	31.7	35.7	96.3	96.5
Gender											
Male	202	99.5	41.5	33.3	14.4	10.8	25.1	34.1	37.4	96	96.4
Female	154	100	33.1	42.6	12.2	12.2	24.3	29.2	33.8	96.6	96.5
Racial/Ethnic Group											
White	113	100	21.3	33.3	20.4	25	45.4	46	49.2	95.8	96.1
African American	233	99.6	46.2	39.1	9.8	4.9	14.7	15.5	17	96.6	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.3	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	95.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.3
Disability Status											
Disabled	65	98.5	68.3	20	6.7	5	11.7	17.3	14	95.7	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	95.5
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	96.2	97.3
Socio-Economic Status											
Subsized meals	251	99.6	45.1	36.9	11.5	6.6	18	19.9	21.1	96	96
Social Studies											
All Students	355	99.4	35.2	43.3	12.2	9.3	21.5	26.9	34	96.3	96.5
Gender											
Male	205	99.5	35.7	39.8	13.3	11.2	24.5	29.2	36.6	96	96.4
Female	150	99.3	34.5	48	10.8	6.8	17.6	24.3	31.3	96.6	96.5
Racial/Ethnic Group											
White	131	100	24	38.8	20.9	16.3	37.2	36.5	44.5	95.8	96.1
African American	212	99.1	43.1	46.1	6.4	4.4	10.8	14.3	19.1	96.6	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.3	98
Hispanic	12	100	18.2	45.5	18.2	18.2	36.4	40	27.5	95.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	93.3
Disability Status											
Disabled	66	98.5	67.7	27.4	1.6	3.2	4.8	11	14.4	95.7	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	95.5
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	96.2	97.3
Socio-Economic Status											
Subsized meals	248	99.2	43	45	7	5	12	16.2	21	96	96

***** Adj - Adjusted to account for natural variation in performance.

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Johnston-Edgefield-Trenton Middle 03/02/09-1901009

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	170	100	26.9	42.5	22.5	8.1	30.6
	7	192	97.4	33.5	43.2	21	2.3	23.3
	8	197	97.5	25	50.5	21.2	3.3	24.5
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	151	100	36.5	38.5	21.6	3.4	25
	7	189	100	22.7	43.2	28.6	5.4	34.1
	8	183	100	19.8	45.9	26.2	8.1	34.3
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	170	100	18.1	46.3	24.4	11.3	35.6
	7	192	97.9	24.4	48.9	17	9.7	26.7
	8	197	97	35.5	54.1	7.1	3.3	10.4
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	151	100	29.7	40.5	23.6	6.1	29.7
	7	189	99.5	19	53.8	17.4	9.8	27.2
	8	183	100	32.6	48.8	12.2	6.4	18.6
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	86	100	37.3	38.6	16.9	7.2	24.1
	7	192	97.9	42.6	40.9	9.1	7.4	16.5
	8	94	100	39.8	45.5	5.7	9.1	14.8
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	75	100	56.2	21.9	13.7	8.2	21.9
	7	189	100	29.7	41.6	15.1	13.5	28.6
	8	92	98.9	40	41.2	9.4	9.4	18.8
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	84	100	32.5	51.9	11.7	3.9	15.6
	7	192	97.9	51.1	33.5	8	7.4	15.3
	8	99	99	24.2	58.9	12.6	4.2	16.8
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	77	100	44.7	38.2	11.8	5.3	17.1
	7	188	99.5	36.6	41.5	9.8	12	21.9
	8	90	98.9	23.5	51.8	17.6	7.1	24.7

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