

Andrew Jackson Middle

6865 Kershaw Camden
Kershaw, SC 29067

Grades	6-8 Middle School	
Enrollment	486 Students	
Principal	Theodore F. Dutton	803-475-6021
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

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	Average
2005	Below Average	Below Average
2004	Average	Below 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

Andrew Jackson Middle	03/02/09-2901027

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

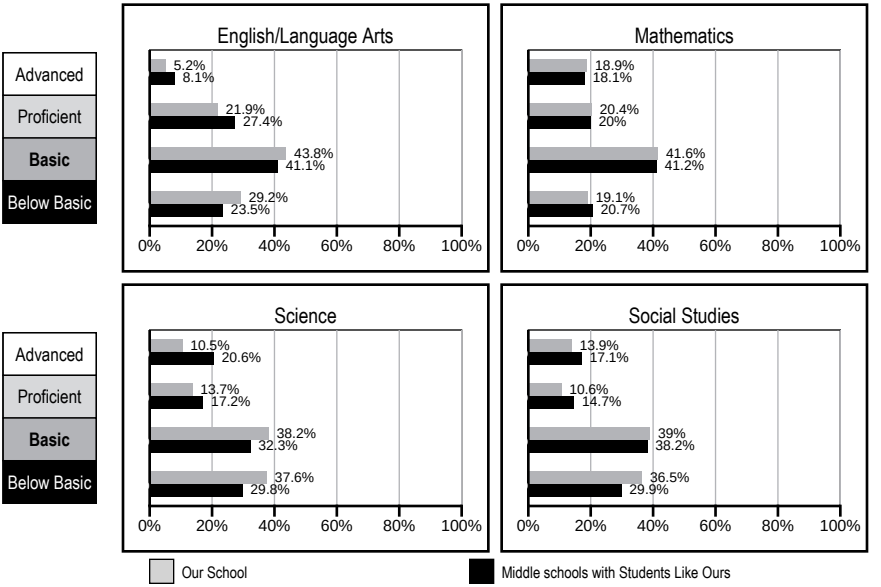
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	26	13	1

* 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	98.4
English 1	0	97.3
Physical Science	0	52.4
All Subjects	100.0	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=486)				
Students enrolled in high school credit courses (grades 7 & 8)	49.4%	Up from 45.4%	26.1%	19.4%
Retention rate	0.8%	Up from 0.2%	1.7%	1.8%
Attendance rate	96.1%	Up from 95.7%	95.8%	95.8%
Eligible for gifted and talented	16.4%	Up from 13.9%	19.9%	15.3%
With disabilities other than speech	14.4%	Down from 16.1%	12.6%	12.9%
Older than usual for grade	0.8%	Down from 1.4%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.2%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 56.7%	57.6%	55.0%
Continuing contract teachers	72.7%	Down from 73.3%	74.4%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	5.0%	5.4%
Teachers returning from previous year	86.8%	Up from 84.3%	86.8%	83.4%
Teacher attendance rate	95.8%	Down from 96.2%	95.1%	94.9%
Average teacher salary	$45,165	Up 4.8%	$45,259	$44,706
Professional development days/teacher	8.0 days	Down from 13.3 days	12.6 days	11.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.5	3.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 24.9 to 1	22.5 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 90.2%	89.5%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	98.5%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	$6,022	Up 7.8%	$6,576	$7,097
Percent of expenditures for instruction*	69.1%	Down from 71.2%	64.9%	64.4%
Percent of expenditures for teacher salaries*	63.4%	Down from 65.9%	60.4%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

2007-2008 was a great year for the AJMS family. Students responded well to expectations academically, socially, and athletically. Our MAP data indicates growth in nearly all academic areas and grade levels. We had 11 Junior Scholars and many more a point or two away from inclusion in that category. Our Academic challenge team had a winning record and placed second in the District Bowl. We had continued improvement on our PACT scores and school score. We anticipate a continuation of this pattern of growth.

Students displayed an improvement in social skills and behavior. Our discipline records document a drop in the number of office referrals and suspensions. In addition, students are participating in many community service projects and environmental activities. There is reason to celebrate the efforts of teachers, students, and the community for the products they produced with the activities and fundraisers for Juvenile Diabetes, Relay for Life, Pennies for Patients, recycling, and beautification projects. With the cooperation and partnership of several community groups and businesses, the AJMS family generated over $15,000 for the events and organizations. What a strong statement about character and social responsibility. We are certainly proud of everyone involved for their support and commitment to AJMS.

AJMS is also excited about the Fine Arts curriculum and the benefits students and the community gain through the arts. Our band, chorus, art, drama, music, and dance classes enable us to present student productions to the community and enhance the learning opportunities for all students. It is well documented that a dynamic curriculum impacts every aspect of an individual's learning. At AJMS we feel fortunate to have the structure and schedule to address a total educational experience that reaches all individuals. The potential to grow individually is a fundamental aspect of our climate and culture borne through and supported by staff, student, and community cooperation and dedication.

Theodore (Butch) Dutton - Principal
Donna Harper - SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	142	21
Percent satisfied with learning environment	83.3%	80.3%	84.2%
Percent satisfied with social and physical environment	88.9%	86.5%	90.5%
Percent satisfied with school-home relations	83.3%	87.3%	71.4%

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

School Adequate Yearly Progress	NO

This school met 16 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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.1%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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Andrew Jackson Middle											03/02/09-2901027
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	493	98.4	28.9	44	22	5.2	42	44.8	48.2	No	Yes
Gender											
Male	257	99.6	36.7	38.4	21.2	3.7	38.4	38	41.7	N/A	N/A
Female	236	97	20.1	50.2	22.8	6.8	46.1	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	369	98.1	23.5	45.6	25.5	5.4	47.3	51.1	60	Yes	Yes
African American	121	99.2	46.4	37.5	11.6	4.5	25.9	30.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	73	98.6	71.4	25.7	2.9	0	5.7	14.1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	223	97.8	42	39.5	17.1	1.5	26.3	32.1	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	493	98.2	20.7	44.7	18.4	16.2	45.1	48.7	45.8	Yes	Yes
Gender											
Male	257	99.2	25	40.2	18.4	16.4	44.7	47.7	45.6	N/A	N/A
Female	236	97	16	49.8	18.3	16	45.7	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	369	98.1	16.9	44.1	19.8	19.2	50.4	57.1	59	Yes	Yes
African American	121	98.4	33.3	45	14.4	7.2	27.9	29.6	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	73	97.3	52.2	37.7	5.8	4.3	15.9	18.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	223	97.3	33.3	47.1	11.8	7.8	28.9	35.5	31.4	No	Yes

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

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Andrew Jackson Middle											03/02/09-2901027
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	326	98.2	37.2	38.5	13.8	10.5	24.3	31.8	35.7	96.1	95.9
Gender											
Male	167	98.2	38.2	34.4	10.8	16.6	27.4	33.1	37.4	96.2	95.7
Female	159	98.1	36.1	42.9	17	4.1	21.1	30.3	33.8	95.9	96.1
Racial/Ethnic Group											
White	245	98.4	31.9	38.4	16.4	13.4	29.7	39	49.2	96.2	95.8
African American	79	97.5	54.3	38.6	5.7	1.4	7.1	15.7	17	95.7	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	92.9	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95	95.8
Disability Status											
Disabled	48	97.9	61.7	29.8	4.3	4.3	8.5	9.1	14	95.4	94.2
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	99.2	95.9
Socio-Economic Status											
Subsized meals	149	97.3	51.1	35.6	9.6	3.7	13.3	19.6	21.1	94.9	95.2
Social Studies											
All Students	330	98.2	36.2	39.2	10.7	13.9	24.6	27.2	34	96.1	95.9
Gender											
Male	184	98.9	33.5	38.2	11.6	16.8	28.3	30.1	36.6	96.2	95.7
Female	146	97.3	39.7	40.4	9.6	10.3	19.9	24.1	31.3	95.9	96.1
Racial/Ethnic Group											
White	250	98.4	28.8	40.7	13.1	17.4	30.5	32.2	44.5	96.2	95.8
African American	78	97.4	59.2	35.2	2.8	2.8	5.6	16	19.1	95.7	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	92.9	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95	95.8
Disability Status											
Disabled	54	100	61.5	26.9	5.8	5.8	11.5	10.2	14.4	95.4	94.2
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	99.2	95.9
Socio-Economic Status											
Subsized meals	147	97.3	55.9	36.8	2.2	5.1	7.4	17.3	21	94.9	95.2

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

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Andrew Jackson Middle 03/02/09-2901027

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	163	99.4	35.3	39.1	21.2	4.5	25.6
	7	163	97.6	22.1	48.7	23.4	5.8	29.2
	8	158	99.4	37.5	39.5	23	0	23
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	167	98.2	22	35.8	32.7	9.4	42.1
	7	165	98.2	34.2	48	15.8	2	17.8
	8	161	98.8	30.7	48.4	17	3.9	20.9
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	163	99.4	26.3	33.3	23.7	16.7	40.4
	7	163	96.9	17.6	45.8	19.6	17	36.6
	8	158	99.4	27.6	46.1	20.4	5.9	26.3
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	167	98.2	18.2	30.8	22.6	28.3	50.9
	7	165	98.2	28.9	39.5	15.1	16.4	31.6
	8	161	98.1	15.1	64.5	17.1	3.3	20.4
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	83	97.6	62.8	23.1	5.1	9	14.1
	7	163	96.3	34.9	34.2	19.1	11.8	30.9
	8	80	100	29.9	54.5	9.1	6.5	15.6
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	82	98.8	42.3	30.8	15.4	11.5	26.9
	7	165	97	37.3	38	13.3	11.3	24.7
	8	79	100	31.6	47.4	13.2	7.9	21.1
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	80	100	34.6	51.3	7.7	6.4	14.1
	7	163	96.3	21.1	40.8	13.2	25	38.2
	8	77	100	42.7	49.3	5.3	2.7	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	84	98.8	33.3	37	7.4	22.2	29.6
	7	165	97.6	41.7	33.8	9.3	15.2	24.5
	8	81	98.8	28.6	51.9	16.9	2.6	19.5

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