



Johnson Middle

304 Kemper Street
Timmonsville, SC 29161

Grades	6-8 Middle School	
Enrollment	192 Students	
Principal	Robert McDonald	843-346-4685
Superintendent	Dr. Bertha W. McCants	843-346-5391
Board Chair	Mrs. Rose Bacot	843-346-5391

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	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 GOAL

By 2010, SC'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.

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.

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

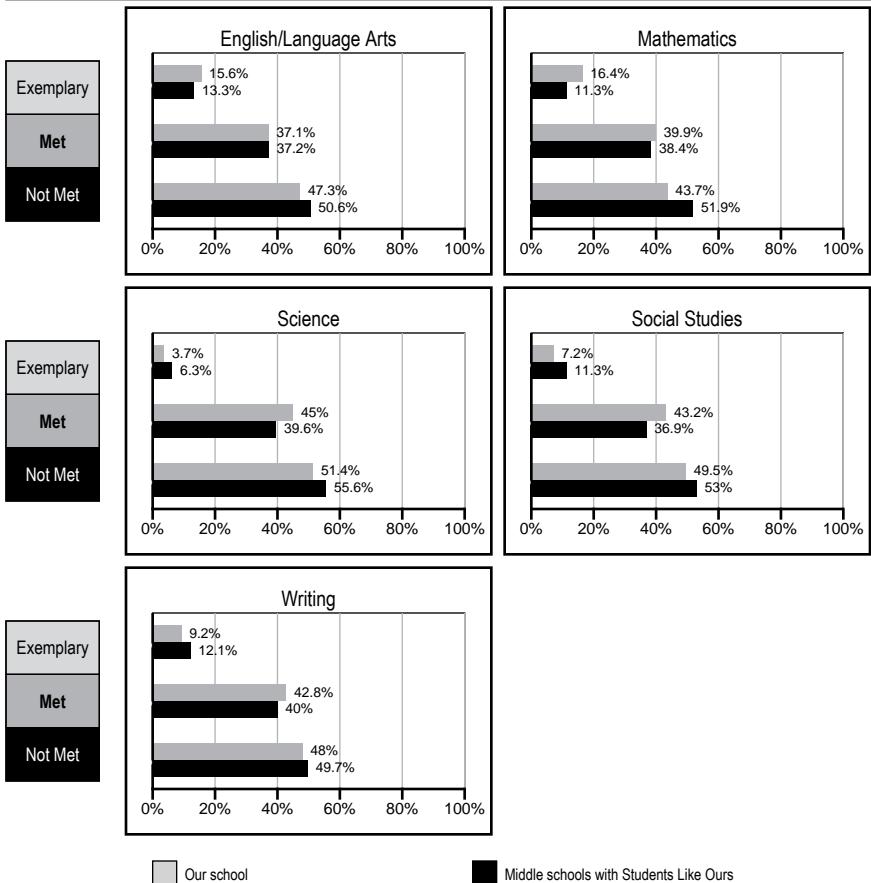
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	24

* Ratings are calculated with data available by 06/01/2010.

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%	87.2%
English 1	100.0%	83.8%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	85.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=192)				
Students enrolled in high school credit courses (grades 7 & 8)	12.8%	Up from 7.2%	15.6%	21.6%
Retention rate	0.5%	Down from 1.4%	2.2%	1.2%
Attendance rate	94.5%	Down from 94.8%	95.5%	95.9%
Eligible for gifted and talented	7.3%	Up from 6.9%	5.5%	14.8%
With disabilities other than speech	17.8%	Up from 16.5%	14.1%	12.6%
Older than usual for grade	3.1%	Down from 6.7%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Up from 44.4%	54.3%	56.9%
Continuing contract teachers	69.6%	Up from 66.7%	62.3%	72.7%
Teachers with emergency or provisional certificates	9.5%	Down from 16.7%	14.1%	5.3%
Teachers returning from previous year	84.8%	Up from 80.9%	76.4%	82.9%
Teacher attendance rate	94.9%	Down from 97.3%	94.7%	95.2%
Average teacher salary*	\$47,728	Up 9.4%	\$44,597	\$46,599
Professional development days/teacher	12.1 days	Down from 21.8 days	10.3 days	10.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 15.9 to 1	16.7 to 1	20.1 to 1
Prime instructional time	87.4%	Down from 89.5%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	66.8%	Down from 88.8%	95.6%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,409	Up 51.5%	\$9,951	\$7,645
Percent of expenditures for instruction**	70.8%	Up from 70.4%	60.4%	63.4%
Percent of expenditures for teacher salaries**	59.3%	Down from 62.9%	53.7%	57.0%

* 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

The Johnson Middle School community has banded together to work toward increasing student achievement. We had a record turnout of over 200 people for our annual P.A.S.S. Night for Parents. The Timmonsville Boys and Girls Club sponsored numerous Ice Cream Socials, Pizza Parties, and even took students out to eat at area restaurants.

We focused on two things this year at JMS: Teaching and Learning. The teaching piece was enhanced by a book study of Classroom Motivation From A to Z by Blackburn. A consultant was secured to facilitate sessions on incorporating various instructional strategies into the classroom. Using Robert Marzano's Classroom Instruction That Works as the guide, the consultant was charged with developing in each teacher a number of different instructional strategies that they could take back to their classes and begin using immediately.

The Learning piece was implemented by administering pre/post tests and quarterly benchmark tests created from the Anderson Five Curriculum and Tests for Higher Standards item banks. These test results were analyzed to determine strengths and weaknesses and to inform teachers of areas needing to be re-taught.

We are pleased that 100% of our 8th grade students who took Algebra 1 passed the End of Course Test! We also had 100% of our 8th grade students who took English 1 pass the End of Course Test as well!

Johnson Middle School students excelled in other areas as well. A JMS student was the Superintendent's Writing Award District winner, and students were chosen to participate in the Eastern District Honor Band Clinic and in the Region 5 Honor Band Clinic.

A school-wide initiative to improve student literacy was implemented, during which daily 30-minute self-selected reading sessions were coupled with regular weekly reading conferences between teachers and students. Additionally, students participated in the Accelerated Reader Program, for which frequent opportunities for incentives were available.

Things are looking up for Johnson Middle School, "Where Every Child Is A Priority!"

Robert McDonald, Principal
Bonnie Thomas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	55	17
Percent satisfied with learning environment	63.2%	63.6%	47.1%
Percent satisfied with social and physical environment	68.4%	60.0%	75.0%
Percent satisfied with school-home relations	41.2%	67.3%	64.7%

* 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

NI

This school met 10 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

NI

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	18.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.6%	0.0%	No
Student attendance rate	94.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	183	100	49.7	35.1	15.2	56.1	62.6	82.8	No	Yes
Gender										
Male	100	100	55.6	32.2	12.2	48.9	56.9	79.3	N/A	N/A
Female	83	100	43.2	38.3	18.5	64.2	69	86.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	21.4	42.9	35.7	78.6	75.6	89.5	I/S	I/S
African American	163	100	52.6	34	13.5	53.8	61.1	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	13.8	22.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	53.2	31.4	15.4	53.2	61.1	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	183	100	46.2	40.4	13.5	66.1	55.7	78.9	Yes	Yes
Gender										
Male	100	100	52.2	37.8	10	58.9	52.8	77	N/A	N/A
Female	83	100	39.5	43.2	17.3	74.1	59.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	19	100	21.4	42.9	35.7	85.7	68.3	87.2	I/S	I/S
African American	163	100	48.7	40.4	10.9	64.1	53.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	24.1	24.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	49.4	38.5	12.2	64.1	54	70.2	Yes	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	116	100	51.4	45	3.7	48.6	49.1	67.5
Gender								
Male	68	100	55.6	41.3	3.2	44.4	47.6	67
Female	48	100	45.7	50	4.3	54.3	50.9	68
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	75.9	79.5
African American	102	100	55.1	41.8	3.1	44.9	44.9	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	13.6	22.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsidized meals	111	100	52.9	44.2	2.9	47.1	47.5	55.1
Social Studies								
All Students	118	100	49.5	43.2	7.2	50.5	56.4	72.3
Gender								
Male	62	100	49.1	38.2	12.7	50.9	56.3	71.5
Female	56	100	50	48.2	1.8	50	56.6	73.2
Racial/Ethnic Group								
White	14	100	27.3	45.5	27.3	72.7	64.3	80.7
African American	104	100	52	43	5	48	55.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	15.4	31.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsidized meals	105	100	52.5	40.4	7.1	47.5	55.6	62.1

Abbreviations for Missing Data

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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	183	100	48	42.8	9.2	52	49.2	70.2	94.5	94.8
Gender										
Male	99	100	57.8	33.3	8.9	42.2	37.8	63.2	94	94.6
Female	84	100	37.3	53	9.6	62.7	61.5	77.5	95.1	95.1
Racial/Ethnic Group										
White	18	100	35.7	35.7	28.6	64.3	50	79.1	92.7	92.9
African American	164	100	49.4	43	7.6	50.6	49	57.6	94.7	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	62.6	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	80.4
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	16.7	12.1	26.1	92.1	92.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	96.7	97
Socio-Economic Status										
Subsided meals	159	100	49.7	43	7.4	50.3	48.2	58.9	94.4	94.8

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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							
2009	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	63	100	55	33.3	11.7	45
	7	51	100	38.8	38.8	22.4	61.2
	8	69	100	53.2	33.9	12.9	46.8
Mathematics							
2009	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	63	100	53.3	35	11.7	46.7
	7	51	100	26.5	57.1	16.3	73.5
	8	69	100	54.8	32.3	12.9	45.2
Science							
2009	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	31	100	65.5	31	3.4	34.5
	7	51	100	40.8	57.1	2	59.2
	8	34	100	54.8	38.7	6.5	45.2
Social Studies							
2009	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	32	100	45.2	51.6	3.2	54.8
	7	51	100	55.1	38.8	6.1	44.9
	8	35	100	45.2	41.9	12.9	54.8
Writing							
2009	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	65	100	54.8	37.1	8.1	45.2
	7	51	100	51	36.7	12.2	49
	8	67	100	38.7	53.2	8.1	61.3

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