



JOHNSTON-EDGEFIELD-TRENTON MIDDLE

1095 Columbia Road
Johnston, South Carolina

Grades	6-8 Middle School	
Enrollment	486 Students	
Principal	Stephen Hampton	803-275-1997
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	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 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

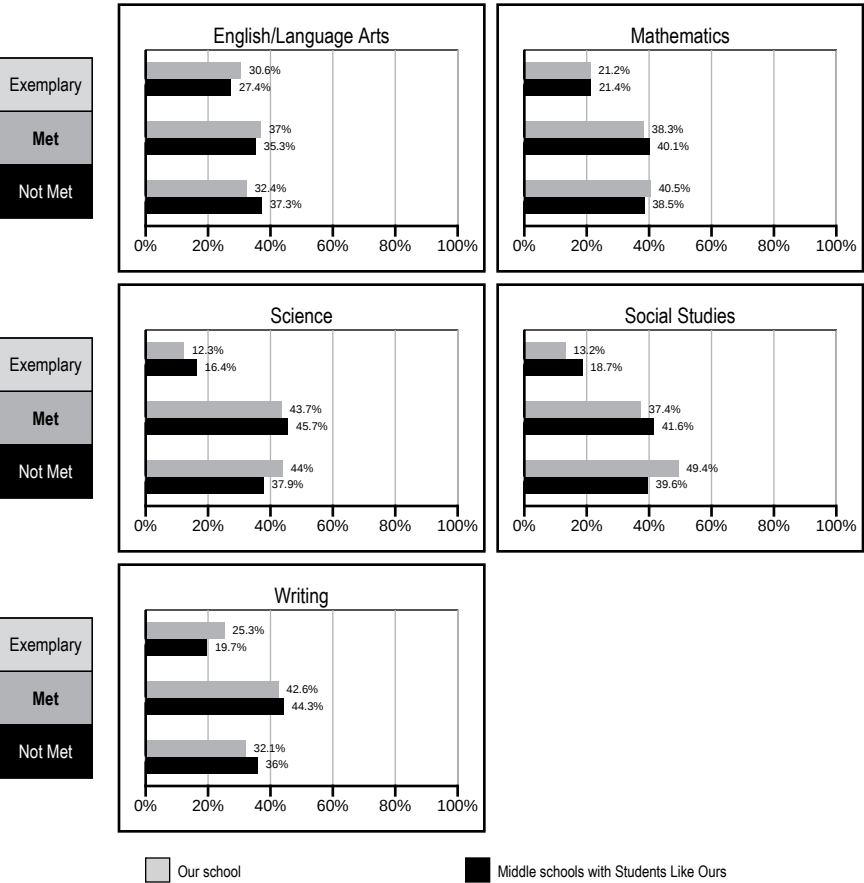
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	33	14	0

* Ratings are calculated with data available by 03/09/2011.

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%	94.7%
English 1	89.7%	96.3%
Physical Science	N/A	80.3%
US History and the Constitution	N/A	N/A
All Subjects	95.1%	94.9%

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)	54.6%	Up from 34.5%	24.6%	24.2%
Retention rate	1.2%	Down from 2.1%	0.7%	0.7%
Attendance rate	95.8%	Down from 96.1%	95.6%	95.9%
Eligible for gifted and talented	11.2%	Up from 10.2%	14.4%	16.4%
With disabilities other than speech	17.9%	Down from 20.2%	13.4%	12.0%
Older than usual for grade	3.5%	Down from 4.7%	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.4%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Down from 56.1%	55.8%	58.5%
Continuing contract teachers	87.9%	Up from 78.0%	80.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	3.9%	4.0%
Teachers returning from previous year	81.7%	Down from 85.6%	82.9%	84.6%
Teacher attendance rate	94.8%	Down from 95.3%	95.1%	95.4%
Average teacher salary*	\$48,259	Down 0.8%	\$45,589	\$46,561
Professional development days/teacher	6.1 days	Down from 7.2 days	10.9 days	10.2 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 15.5 to 1	20.9 to 1	21.1 to 1
Prime instructional time	90.0%	Down from 90.7%	90.2%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 41.7%	96.8%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$8,120	Down 0.5%	\$8,191	\$7,802
Percent of expenditures for instruction**	68.9%	Up from 66.8%	62.1%	63.8%
Percent of expenditures for teacher salaries**	67.6%	Up from 62.7%	58.8%	60.0%

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

** Prior year audited financial data are reported.

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.

The Johnston Edgefield Trenton school community takes pride in its past 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. 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 at J-E-T in order to assist in the school's academic progress.

Administrators, faculty, and parents understand the challenges that lie ahead for Johnston Edgefield Trenton Middle School. Budgets cuts that lead to increased class sizes are tremendous obstacles that present themselves as the school strives to adjust to changing times. Nevertheless, 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
Michelle Goforth, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	110	65
Percent satisfied with learning environment	54.2%	55.0%	79.7%
Percent satisfied with social and physical environment	72.0%	70.6%	64.5%
Percent satisfied with school-home relations	33.3%	76.1%	66.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 19 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. 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	6.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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	484	99.8	33.3	37.6	29.2	75.1	83.9	83.5	Yes	Yes
Gender										
Male	265	99.6	39.6	33.7	26.7	70.2	80.7	80.1	N/A	N/A
Female	219	100	25.6	42.2	32.2	81	87.4	87	N/A	N/A
Racial/Ethnic Group										
White	183	100	18.6	37.3	44.1	85.3	90.3	89.6	Yes	Yes
African American	283	99.7	43.1	38.3	18.6	67.9	76.3	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	28.6	28.6	42.9	85.7	83	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	89	100	81.6	14.9	3.4	28.7	49.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	363	99.7	40.2	38.8	21	69.8	77.6	76.9	Yes	Yes

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

All Students	484	100	43.9	38.3	17.8	69.2	76.3	80.4	Yes	Yes
Gender										
Male	265	100	45.3	39.1	15.6	64.5	74.3	78.4	N/A	N/A
Female	219	100	42.2	37.4	20.4	74.9	78.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	183	100	28.8	44.6	26.6	83.6	85.4	87.8	Yes	Yes
African American	283	100	54.2	34.2	11.6	59.6	65.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	35.7	42.9	21.4	71.4	68.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	89	100	N/A	N/A	N/A	31	39.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	363	100	51	37.8	11.2	63.3	68.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	321	97.8	42.9	44.6	12.5	57.1	61.3	67.3
Gender								
Male	173	98.3	44.5	42.1	13.4	55.5	62.4	66.9
Female	148	97.3	41	47.5	11.5	59	60	67.7
Racial/Ethnic Group								
White	122	98.4	27.8	51.3	20.9	72.2	72.4	79.6
African American	185	97.3	54.5	38.1	7.4	45.5	47.5	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	13	100	16.7	75	8.3	83.3	65.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	62	98.4	N/A	N/A	N/A	16.7	25.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55	58.6
Socio-Economic Status								
Subsidized meals	240	97.5	50.7	42.6	6.7	49.3	50.6	55.4

Social Studies

All Students	320	97.8	48.4	38.2	13.5	51.6	64.4	70.9
Gender								
Male	181	98.9	50.9	34.7	14.5	49.1	64.2	70.1
Female	139	96.4	45	42.7	12.2	55	64.7	71.7
Racial/Ethnic Group								
White	121	99.2	30.5	49.2	20.3	69.5	74.3	79.2
African American	187	97.3	60.2	31.3	8.5	39.8	52.8	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	11	90.9	I/S	I/S	I/S	I/S	55.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	58	98.3	N/A	N/A	N/A	19.6	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	238	97.9	59.3	33.2	7.5	40.7	54	60.8

Abbreviations for Missing Data

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

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	480	99.4	32	42.6	25.4	68	70.6	72.1	95.8	95.9
Gender										
Male	262	99.2	42.2	39.5	18.4	57.8	63.3	65.2	95.4	95.7
Female	218	99.5	19.7	46.5	33.8	80.3	78.5	79.2	96.3	96
Racial/Ethnic Group										
White	180	99.4	19.8	42.9	37.3	80.2	79	80.8	95.1	95.5
African American	283	99.7	39.7	44	16.2	60.3	60.9	59.7	96.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	95.4	97
Hispanic	15	100	35.7	14.3	50	64.3	57.8	64.6	97.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	90.8
Disability Status										
Disabled	88	98.9	N/AV	N/AV	N/AV	20.9	23.2	27.7	94.6	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	46.2	63.7	97.3	97.4
Socio-Economic Status										
Subsidized meals	364	99.2	38	42.8	19.2	62	60.2	61.9	95.6	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	170	99.4	33.7	38.7	27.6	66.3
	7	156	98.7	27.3	50	22.7	72.7
	8	183	100	24.7	47.7	27.6	75.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	31.7	40.7	27.5	68.3
	7	157	100	29.6	30.3	40.1	70.4
	8	154	99.4	38.8	41.5	19.7	61.2

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	170	99.4	34.4	43.6	22.1	65.6
	7	156	98.7	28	54.7	17.3	72
	8	183	100	41.4	42.5	16.1	58.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	38.9	43.1	18	61.1
	7	157	100	39.5	36.8	23.7	60.5
	8	154	100	54.1	34.5	11.5	45.9

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	86	98.8	48.8	43.9	7.3	51.2
	7	155	98.7	29.5	57.7	12.8	70.5
	8	92	98.9	50	36.4	13.6	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	92	61.5	34.6	3.8	38.5
	7	157	100	32.2	50.7	17.1	67.8
	8	77	100	45.2	42.5	12.3	54.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	84	98.8	35.4	59.8	4.9	64.6
	7	156	98.7	51.3	36.7	12	48.7
	8	91	98.9	23.3	53.5	23.3	76.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	93	55.1	42.3	2.6	44.9
	7	157	100	44.7	35.5	19.7	55.3
	8	77	98.7	48.6	39.2	12.2	51.4
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	169	97.6	35.4	39.1	25.5	64.6
	7	158	98.1	31.6	42.1	26.3	68.4
	8	186	97.3	22.4	44.3	33.3	77.6
2010	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	172	99.4	29.2	46.4	24.4	70.8
	7	157	99.4	32.7	32.7	34.6	67.3
	8	151	99.3	34.5	48.6	16.9	65.5

Abbreviations for Missing Data

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