



HAROLD C. JOHNSON MIDDLE

400 E. Jefferson St.
York, SC 29745

Grades	6-7 Middle School	
Enrollment	744 Students	
Principal	Keith McSwain	803-684-2311
Superintendent	Dr. Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

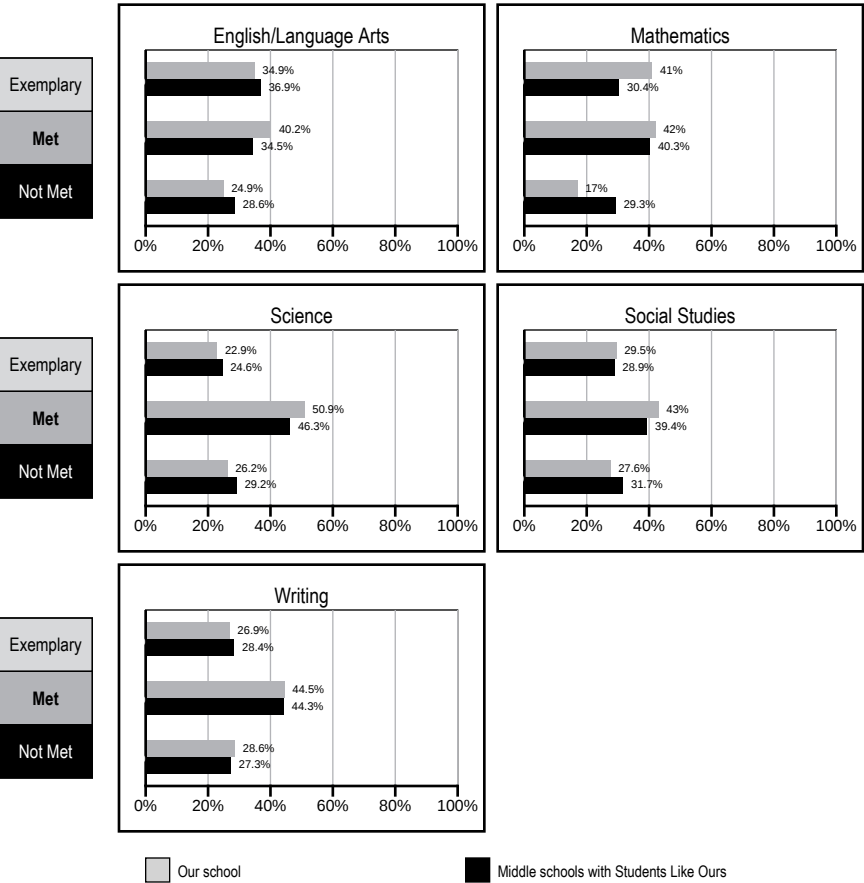
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	46	0	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	N/A	96.6%
English 1	N/A	97.7%
Physical Science	N/A	53.0%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=744)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	24.8%	24.2%
Retention rate	0.1%	Down from 0.6%	0.8%	0.7%
Attendance rate	95.9%	Down from 96.3%	95.8%	95.9%
Eligible for gifted and talented	22.6%	Up from 17.0%	18.7%	16.4%
With disabilities other than speech	12.4%	Down from 14.7%	12.8%	12.0%
Older than usual for grade	1.3%	Down from 2.5%	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	67.2%	Down from 69.5%	61.3%	58.5%
Continuing contract teachers	98.3%	Up from 91.5%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.5%	4.0%
Teachers returning from previous year	93.9%	Up from 91.8%	85.7%	84.6%
Teacher attendance rate	94.9%	No Change	95.6%	95.4%
Average teacher salary*	\$50,683	Up 0.4%	\$47,454	\$46,561
Professional development days/teacher	13.8 days	Up from 13.3 days	10.7 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.3 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.0%	Down from 90.4%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.2%	Down from 99.0%	98.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,538	Down 0.8%	\$7,572	\$7,802
Percent of expenditures for instruction**	68.3%	Down from 69.2%	64.0%	63.8%
Percent of expenditures for teacher salaries**	65.7%	Up from 64.6%	60.5%	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

Harold C. Johnson Middle School serves sixth and seventh grade students in York School District One. Our mission statement continues to be, "Recognizing that learning is a life long process, the mission of Harold C. Johnson Middle School is to prepare students to meet academic and social challenges in a safe, nurturing learning environment."

Harold C. Johnson Middle School is proud to receive its eighth Palmetto Silver Award Flag during the 2009-2010 school year. During the 2009-2010 school year, we remained focused on our school's vision, which is "Developing excellence in character and intellect for all students."

One of our major initiatives for the 2009-2010 school year was balanced literacy. Harold C. Johnson Middle School completed its third and final year as a member of the South Carolina Reading Initiative (SCRI-MG). Throughout this initiative, we were able to add a Literacy Coach to our staff, develop a School Literacy Team, and involve our Language Arts and Content area teachers in professional study focusing on research-based literacy strategies. All of our language arts teachers participated in "coaching rounds" with our school's literacy coach. This Reading Initiative has motivated our staff to continue to focus and learn through Professional Learning Community study groups.

After completing a needs assessment survey at the end of our 2008-2009 school year, our teachers identified core areas that they were interested in learning and focusing on through professional study and collaboration. Our school literacy team facilitated five study groups during the 2009-2010 school year that teachers could participate in to improve student achievement. The groups were: Differentiated Instruction, Single Gender Instruction, Improving Vocabulary Instruction, Content Area Reading, and Confering with Readers. Throughout this process of professional learning communities, our teachers became more reflective and more responsive to their students' needs.

Harold C. Johnson Middle School has a staff that is dedicated to helping our students become successful and productive citizens. We are proud of the hard work and dedication of our students and teachers.

Keith McSwain, Principal
Beverly Whitaker, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	354	109
Percent satisfied with learning environment	97.1%	81.2%	85.4%
Percent satisfied with social and physical environment	97.1%	82.1%	78.7%
Percent satisfied with school-home relations	88.2%	85.4%	80.6%

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

School Adequate Yearly Progress

NO

This school met 20 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	N/A	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	0.0%	0.0%	Yes
Student attendance rate	95.9%	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	719	99.7	24.4	39.9	35.7	83.8	83	83.5	Yes	Yes
Gender										
Male	326	99.7	26.7	38.2	35.1	81.7	80.1	80.1	N/A	N/A
Female	393	99.8	22.5	41.4	36.1	85.6	85.9	87	N/A	N/A
Racial/Ethnic Group										
White	533	99.8	21.4	38.7	39.9	85.3	85.2	89.6	Yes	Yes
African American	139	100	32.4	45.6	22.1	79.4	75.6	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.7	92.7	I/S	I/S
Hispanic	34	100	40.6	31.3	28.1	75	78.2	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	69.2	85.1	I/S	I/S
Disability Status										
Disabled	80	98.8	64.5	19.7	15.8	44.7	49.7	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	23	100	48	24	28	72	79.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	410	99.8	32.6	41.1	26.3	77.9	77.8	76.9	Yes	Yes

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

All Students	719	99.7	16.3	41.9	41.8	90.8	84.3	80.4	Yes	Yes
Gender										
Male	326	99.7	18.9	43.8	37.3	87.3	82.3	78.4	N/A	N/A
Female	393	99.8	14.1	40.3	45.5	93.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	533	99.8	15.5	38.9	45.6	91	86.8	87.8	Yes	Yes
African American	139	100	21.3	48.5	30.1	89.7	75.1	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.5	93.5	I/S	I/S
Hispanic	34	100	9.4	56.3	34.4	93.8	83.2	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	76.9	83.2	I/S	I/S
Disability Status										
Disabled	80	98.8	43.4	40.8	15.8	72.4	58.1	46.1	Yes	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	23	100	12	60	28	92	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	410	99.8	22.1	45.6	32.3	88.2	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	548	100	25.6	50.6	23.7	74.4	68.4	67.3
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Gender								
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Male	239	100	23.9	49.2	26.9	76.1	68.5	66.9
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Female	309	100	26.9	51.8	21.3	73.1	68.3	67.7
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Racial/Ethnic Group								
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White	406	100	22	51.3	26.8	78	73.2	79.6
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African American	106	100	35.2	51.4	13.3	64.8	53.5	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	84.4
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Hispanic	27	100	48	32	20	52	55.4	59.4
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75	69.5
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Disability Status								
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Disabled	60	100	58.6	31	10.3	41.4	39.3	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency								
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Limited English Proficient	20	100	60	25	15	40	52.4	58.6
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Socio-Economic Status								
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Subsidized meals	313	100	31.9	50.2	17.9	68.1	61.9	55.4
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Social Studies

All Students	547	99.8	27.1	43.2	29.7	72.9	71	70.9
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Gender								
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Male	258	99.6	25.2	40.6	34.3	74.8	70.2	70.1
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Female	289	100	28.8	45.6	25.6	71.2	71.8	71.7
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Racial/Ethnic Group								
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White	396	100	24.9	41.1	33.9	75.1	73.5	79.2
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African American	114	99.1	34.5	48.2	17.3	65.5	59.8	58.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	86.8
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Hispanic	26	100	32	48	20	68	76.2	68
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American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	68.4	71.2
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Disability Status								
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Disabled	59	98.3	49.1	34.5	16.4	50.9	43.5	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency								
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Limited English Proficient	18	100	42.9	33.3	23.8	57.1	75	68
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Socio-Economic Status								
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Subsidized meals	318	99.7	35.3	44	20.7	64.7	64.5	60.8
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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	722	98.9	28.1	44.8	27.1	71.9	70.9	72.1	95.9	96.1
Gender										
Male	329	98.2	38.8	42.9	18.3	61.2	62	65.2	95.7	96.1
Female	393	99.5	19.2	46.5	34.4	80.8	79.7	79.2	96.1	96.2
Racial/Ethnic Group										
White	537	99.4	24.7	45	30.3	75.3	74	80.8	95.5	95.8
African American	140	97.1	38.6	46.2	15.2	61.4	60.6	59.7	97.2	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	78.9	87	98.7	97.8
Hispanic	32	100	34.4	37.5	28.1	65.6	64.7	64.6	96.8	96.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	57.7	73.4	95.5	96.6
Disability Status										
Disabled	80	91.3	71.4	27.1	1.4	28.6	29.9	27.7	95.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	48	32	20	52	59.8	63.7	96.8	97.1
Socio-Economic Status										
Subsidized meals	410	98.5	37	44.1	19	63	63.5	61.9	95.4	95.7

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
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	355	99.2	28.5	39.6	31.9	71.5
	7	352	100	23.6	36.6	39.9	76.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	343	100	21.4	42.4	36.2	78.6
	7	376	99.5	27.2	37.6	35.1	72.8
	8	0	N/A	N/A	N/A	N/A	N/A
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	355	99.2	19	44.5	36.5	81
	7	352	100	16.3	45.9	37.8	83.7
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	343	100	11.9	41.5	46.6	88.1
	7	376	99.5	20.4	42.2	37.3	79.6
	8	0	N/A	N/A	N/A	N/A	N/A
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	178	99.4	35.5	52.4	12	64.5
	7	349	100	16.8	52.1	31.1	83.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	174	100	36.6	50	13.4	63.4
	7	374	100	20.4	51	28.6	79.6
	8	0	N/A	N/A	N/A	N/A	N/A

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	175	100	19.4	56.3	24.4	80.6
	7	349	100	29.5	38.3	32.2	70.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	99.4	13.1	51.8	35.1	86.9
	7	374	100	33.5	39.2	27.2	66.5
	8	0	N/A	N/A	N/A	N/A	N/A
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	353	98.9	33.5	39	27.4	66.5
	7	353	98	25.2	44.1	30.7	74.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	346	98	20.6	42.1	37.3	79.4
	7	376	99.7	34.8	47.3	17.9	65.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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