



## Johnsonville High

237 South Georgetown  
Johnsonville, SC 29555

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	425 Students	
<b>Principal</b>	Stevie Phillips	843-386-2707
<b>Superintendent</b>	John Morris	843-386-2358
<b>Board Chair</b>	Brad Hooks	843-386-2358

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>At-Risk</b>
2008	Excellent	Excellent
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Good

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	8	25	1	0

\* Ratings are calculated with data available by 03/25/2010.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	84.2	82.6	81.0	78.9	82.2	75.4
Passed 1 subtest (%)	7.9	9.9	13.0	11.8	10.0	13.2
Passed no subtests (%)	7.9	7.4	6.0	9.3	7.9	11.3

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	95.2%	93.6%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	118	286
Number of Diplomas	98	207
Rate	83.1%	73.9%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.1	72.7
English 1	71.6	62.2
Physical Science	58.6	55.9
US History and the Constitution	42.7	40.0
All Tests	64.6	56.9

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=425)</b>				
Retention rate	5.0%	Down from 7.8%	4.7%	4.8%
Attendance rate	96.1%	Down from 96.2%	95.0%	95.5%
Eligible for gifted and talented	16.2%	Down from 16.9%	12.4%	9.2%
With disabilities other than speech	14.4%	Down from 16.0%	13.2%	12.6%
Older than usual for grade	13.6%	Up from 12.5%	8.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.3%	1.2%
Enrolled in AP/IB programs	17.6%	Down from 25.1%	14.3%	13.2%
Successful on AP/IB exams	66.7%	Up from 58.5%	53.0%	55.6%
Eligible for LIFE Scholarship	28.0%	Down from 29.3%	31.2%	29.8%
Annual dropout rate	4.0%	Up from 3.1%	4.1%	3.5%
Career/technology students in co-curricular organizations	3.0%	Down from 3.3%	3.0%	3.0%
Enrollment in career/technology courses	270	Up from 256	679	523
Students participating in work-based experiences	29.5%	Down from 38.9%	16.5%	12.9%
Career/technology students attaining technical skills	92.0%	Up from 88.2%	78.8%	79.3%
Career/technology completers placed	96.7%	Down from 97.5%	97.2%	98.8%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	70.0%	Down from 71.0%	60.9%	58.6%
Continuing contract teachers	70.0%	Up from 64.5%	76.1%	71.6%
Teachers with emergency or provisional certificates	13.8%	Up from 10.7%	5.6%	8.1%
Teachers returning from previous year	84.8%	Down from 85.8%	86.3%	85.0%
Teacher attendance rate	96.8%	No Change	95.6%	95.5%
Average teacher salary*	\$46,210	Up 2.7%	\$48,173	\$47,761
Professional development days/teacher	15.7 days	Up from 11.7 days	11.3 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	3.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 25.0 to 1	27.1 to 1	26.1 to 1
Prime instructional time	90.6%	Down from 90.8%	89.9%	89.8%
Dollars spent per pupil**	\$9,129	Up 10.0%	\$7,472	\$7,883
Percent of expenditures for teacher salaries**	38.7%	Down from 52.8%	54.6%	54.1%
Percent of expenditures for instruction**	56.5%	Down from 57.5%	60.3%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	95.8%
Character development program	Good	Up from At-Risk	Good	Good
Modern language program assessment	Average	Up from Below Average	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	105	95.2%	427	64.6%	118	83.1%	No
<b>Gender</b>							
Male	56	96.4%	206	65.0%	63	76.2%	N/A
Female	49	93.9%	221	64.3%	55	90.9%	N/A
<b>Racial/Ethnic Group</b>							
White	78	100.0%	278	73.4%	79	89.9%	N/A
African American	23	78.3%	134	45.5%	35	65.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	19	73.7%	54	33.3%	23	73.9%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	43	88.4%	245	53.1%	53	77.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

This has been another prolific year at Johnsonville High School. The credit to our success goes to the students and their parents, the community, and the teachers of our school. This year's motto, "Raising the Bar," has encouraged us to approach new ideas with great enthusiasm to continue the academic and athletic success that has made Johnsonville High School the pride of the Pee Dee area. Among our accomplishments are the following: One hundred percent of the Class of 2009 passed all parts of the exit exam and 60% of the Class of 2009 were candidates for scholarships from the state. Six seniors were selected for the 2008-2009 Palmetto Fellows Scholarship. The JHS Mock Trial team won first place in the regional competition and finished in the top four in the state competition. Their fourth place finish qualified the team to compete in a national invitational competition. During this competition, several of our students were recognized for their superior performances. The school also received the Gold and Silver Awards from the South Carolina State Department of Education for attaining high levels of absolute performance, high rates of growth, and for making substantial progress in closing the achievement gap.

The girl's volleyball, softball, and track teams all finished as lower-state champions and runner-ups in the state. The girl's tennis team finished as lower-state runner-up and also had a team member named as the South Carolina Coaches Association's Class A State Player of the Year. The baseball team finished as region champions and lower-state runner-up. The golf team also won the region and finished overall twelfth in the state.

Johnsonville High School is very proud to have ten teachers who have received National Board Certification. This is one of the highest percentages in the state. Currently, we have three teachers on staff who have received the Presidential Award for Excellence in Math and Science. This year, we have had the unique honor of having one of our teachers selected as one of the five finalists for the South Carolina State Teacher of the Year. This is our third teacher to receive this recognition within the last ten years.

Johnsonville High School exists in order to help each student develop his fullest potential and reach his optimum intellectual, physical, aesthetic, moral, and social development. The school's curriculum provides opportunities for frequent and varied student participation in school events, and adjustments are made according to the abilities and needs of the students. Likewise in accordance with the State Department of Education mandates, all our courses curricula have been correlated with the state standards.

Stevie Phillips, Principal  
Danny Brown, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	75	17
Percent satisfied with learning environment	95.2%	86.7%	88.2%
Percent satisfied with social and physical environment	100.0%	88.0%	82.4%
Percent satisfied with school-home relations	81.0%	86.7%	94.1%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## School Adequate Yearly Progress

NO

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

N/A

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 Data

	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	N/A	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	101	99	14.3	36.7	28.6	20.4	61.2	61.2	61.8	No	Yes
Male	46	100	17.8	53.3	22.2	6.7	46.7	46.7	57.4	N/A	N/A
Female	55	98.2	11.3	22.6	34	32.1	73.6	73.6	66.1	N/A	N/A
White	71	98.6	5.8	33.3	36.2	24.6	73.9	73.9	74.3	Yes	Yes
African American	30	100	34.5	44.8	10.3	10.3	31	31	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	12	100	50	50	0	0	16.7	16.7	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	48	100	27.1	45.8	22.9	4.2	41.7	41.7	45.6	No	Yes

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	101	99	11.2	32.7	26.5	29.6	65.3	65.3	62.7	Yes	Yes
Male	46	100	11.1	37.8	26.7	24.4	60	60	61.8	N/A	N/A
Female	55	98.2	11.3	28.3	26.4	34	69.8	69.8	63.6	N/A	N/A
White	71	98.6	5.8	27.5	31.9	34.8	75.4	75.4	75.1	Yes	Yes
African American	30	100	24.1	44.8	13.8	17.2	41.4	41.4	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	12	100	33.3	50	16.7	0	25	25	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	48	100	20.8	37.5	29.2	12.5	50	50	47.9	No	Yes

## Physical Science (End-of-Course Test performance by Group)

All Students	101	100.0	60.4	19.8	10.9	8.9	19.8	N/A	N/A	N/A	N/A
Male	46	100.0	63.0	19.6	6.5	10.9	I/S	N/A	N/A	N/A	N/A
Female	55	100.0	58.2	20.0	14.5	7.3	21.8	N/A	N/A	N/A	N/A
White	71	100.0	49.3	25.4	12.7	12.7	25.4	N/A	N/A	N/A	N/A
African American	30	100.0	86.7	6.7	6.7	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	12	100.0	83.3	8.3	N/A	8.3	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	48	100.0	72.9	16.7	4.2	6.3	I/S	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2008	123	97.6	12.8	35	27.4	24.8	63.2	62.7	69.7
	2009	101	99	14.3	36.7	28.6	20.4	61.2	61.2	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2008	123	98.4	11	32.2	33.9	22.9	72.9	72.3	67.2
	2009	101	99	11.2	32.7	26.5	29.6	65.3	65.3	62.7

\* Adjusted to account for natural variation in performance.

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