



## JOHNSONVILLE ELEMENTARY

160 E. Marion Street  
Johnsonville, SC 29555

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Dayne N. Coker	843-386-2955
<b>Superintendent</b>	Dr. D. John Morris Jr.	843-386-2358
<b>Board Chair</b>	Darren Timmons	843-386-2358

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Average	Below Average
2008	Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk

## 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

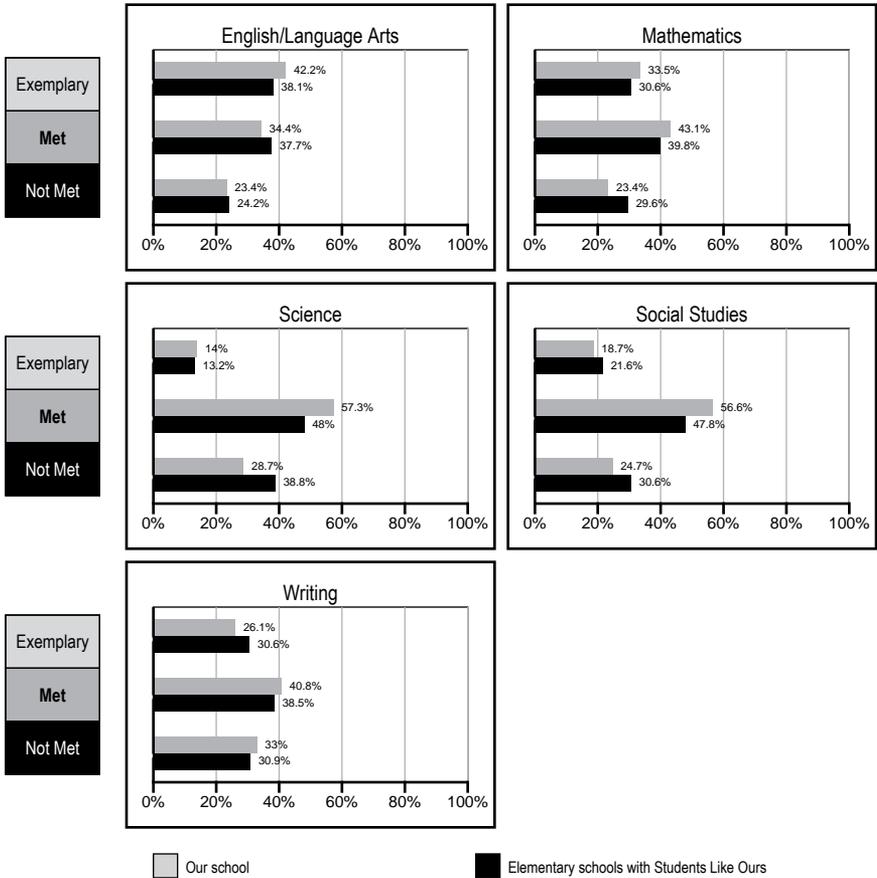
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	21	94	6	0

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

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=620)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Down from 6.2%	1.2%	1.2%
Attendance rate	95.3%	Down from 96.0%	95.8%	96.1%
Eligible for gifted and talented	5.9%	Down from 7.5%	10.6%	11.7%
With disabilities other than speech	10.9%	Down from 11.4%	8.8%	8.0%
Older than usual for grade	3.4%	Up from 2.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	59.5%	Down from 61.9%	60.2%	60.5%
Continuing contract teachers	85.7%	No Change	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 90.6%	88.1%	87.0%
Teacher attendance rate	94.0%	Down from 94.4%	95.1%	95.4%
Average teacher salary*	\$47,128	Up 0.7%	\$47,137	\$47,288
Professional development days/teacher	10.5 days	Down from 12.7 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.6%	Down from 88.8%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,468	Up 5.6%	\$7,512	\$7,548
Percent of expenditures for instruction**	57.2%	Up from 56.4%	68.3%	68.7%
Percent of expenditures for teacher salaries**	53.2%	Up from 40.6%	64.7%	65.1%

\* 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

Johnsonville Elementary School had a fulfilling 2009/2010 school year. MAP testing was added in kindergarten and first grade allowing all teachers to access diagnostic information about students' progress. The implementation of technology continues at JES as we now have 27 classrooms outfitted with SMARTBoards to enhance the current instructional program. We also were given the opportunity to host an after-school program for students in grades two through four using Supplemental Education Services funds from the state. The Behavior Intervention Class continues to be an asset to the ongoing improvement of student attendance and behavior.

Our students continue to excel each and every year. The Duke University Talent Search recognized ten students this past year for their academic excellence. The SC Elementary Honors' Choir was represented by three fourth graders this year for their artistic talents. Excellence continues with our students through their character building activities throughout the year. Our "Sparks" worked hard in helping with causes such as St. Jude's Children's Hospital, Johnsonville Fire Department, Palmetto Health Children's Hospital, American Red Cross with Relief for Haiti, food drives, clothes drives, and special fund raisers were held for three fellow students who were struck with catastrophic illnesses. The generosity of our students and community has been phenomenal.

Without the support of a great community, parents, and volunteers, Johnsonville Elementary would not excel as it does. A sound curriculum, an outstanding faculty and staff, and an exceptional student body all aid in making JES the great school that it is.

Dayne N. Coker, Principal  
Dean Cooper, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	97	69
Percent satisfied with learning environment	95.2%	88.4%	94.2%
Percent satisfied with social and physical environment	92.7%	80.4%	91.2%
Percent satisfied with school-home relations	88.1%	81.4%	91.3%

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

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## 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

CSI

## 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	2.7%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	233	96.1	22.7	34.5	42.7	89.5	83.4	83.5	Yes	Yes
<b>Gender</b>										
Male	121	94.2	25.7	33.6	40.7	87.6	80.1	80.1	N/A	N/A
Female	112	98.2	19.6	35.5	44.9	91.6	87.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	97.4	16.9	29.1	54.1	95.3	90.1	89.6	Yes	Yes
African American	69	92.8	37.5	42.2	20.3	76.6	66.7	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	6	I/S	I/S	I/S	I/S	I/S	81.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	59	84.8	48.1	37	14.8	74.1	56.7	51.7	Yes	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	95.2	29.4	40.4	30.1	86.8	78.4	76.9	Yes	Yes

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

All Students	233	97.9	22.7	44.1	33.2	86.4	82	80.4	Yes	Yes
<b>Gender</b>										
Male	121	96.7	23	41.6	35.4	86.7	79.2	78.4	N/A	N/A
Female	112	99.1	22.4	46.7	30.8	86	85.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	98.1	14.9	43.2	41.9	91.9	87.6	87.8	Yes	Yes
African American	69	97.1	42.2	45.3	12.5	73.4	68.3	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	6	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	59	91.5	40.7	46.3	13	68.5	52.2	46.1	Yes	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	98	30.9	47.8	21.3	80.9	74.8	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	171	100	27.4	57.9	14.6	72.6	69.7	67.3
<b>Gender</b>								
Male	78	100	28.4	59.5	12.2	71.6	67.3	66.9
Female	93	100	26.7	56.7	16.7	73.3	72	67.7
<b>Racial/Ethnic Group</b>								
White	114	100	14.5	66.4	19.1	85.5	82	79.6
African American	52	100	55.1	40.8	4.1	44.9	40.2	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	38	100	44.7	47.4	7.9	55.3	45.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	106	100	38	52	10	62	56.5	55.4
<b>Social Studies</b>								
All Students	170	100	23	58.2	18.8	77	72.2	70.9
<b>Gender</b>								
Male	91	100	21.6	54.5	23.9	78.4	71.8	70.1
Female	79	100	24.7	62.3	13	75.3	72.6	71.7
<b>Racial/Ethnic Group</b>								
White	114	100	17.1	57.7	25.2	82.9	79.2	79.2
African American	49	100	38.3	57.4	4.3	61.7	55.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	43	100	39.5	53.5	7	60.5	52.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	109	100	31.7	57.7	10.6	68.3	64.6	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
<b>Writing</b>										
All Students	232	95.3	31.8	41.6	26.6	68.2	69.7	72.1	95.3	95.6
<b>Gender</b>										
Male	120	93.3	45	34.9	20.2	55	60.6	65.2	95.2	95.4
Female	112	97.3	18.1	48.6	33.3	81.9	80.1	79.2	95.6	95.9
<b>Racial/Ethnic Group</b>										
White	154	95.5	23.6	41.7	34.7	76.4	78.3	80.8	95.1	95.4
African American	70	94.3	50	43.5	6.5	50	48	59.7	95.7	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	96.9	95.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.8	64.6	96.9	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	63	84.1	61.5	25	13.5	38.5	36.4	27.7	94.8	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.8	63.7	97.9	98.1
<b>Socio-Economic Status</b>										
Subsidized meals	146	95.9	42.1	45.9	12	57.9	60.1	61.9	95.1	95.3

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	115	100	19.5	33.6	46.9	80.5
	4	121	96.7	27.4	47	25.6	72.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	111	100	13.1	29	57.9	86.9
	4	122	92.6	31.9	39.8	28.3	68.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	115	100	22.1	44.2	33.6	77.9
	4	121	97.5	20.3	50.8	28.8	79.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	111	100	18.7	39.3	42.1	81.3
	4	122	95.9	26.5	48.7	24.8	73.5
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	59	100	26.3	56.1	17.5	73.7
	4	120	97.5	41.9	51.3	6.8	58.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	56	100	28.3	39.6	32.1	71.7
	4	115	100	27	66.7	6.3	73
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	57	100	17.5	42.1	40.4	82.5
	4	119	96.6	27	61.7	11.3	73
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	55	100	11.1	50	38.9	88.9
	4	115	100	28.8	62.2	9	71.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	116	98.3	38.4	42	19.6	61.6
	4	121	95	32.2	58.3	9.6	67.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	110	97.3	32.7	38.5	28.8	67.3
	4	122	93.4	29.6	45.4	25	70.4
	5	N/A	N/AV	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	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