

## JOHNSONVILLE ELEMENTARY

160 E. Marion Street  
Johnsonville, SC 29555

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	587 Students	
<b>Principal</b>	Dayne N. Coker	843-386-2955
<b>Superintendent</b>	Dr. D. John Morris	843-386-2358
<b>Board Chair</b>	Darren Timmons	843-386-2358

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Below Average
2007	Below 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

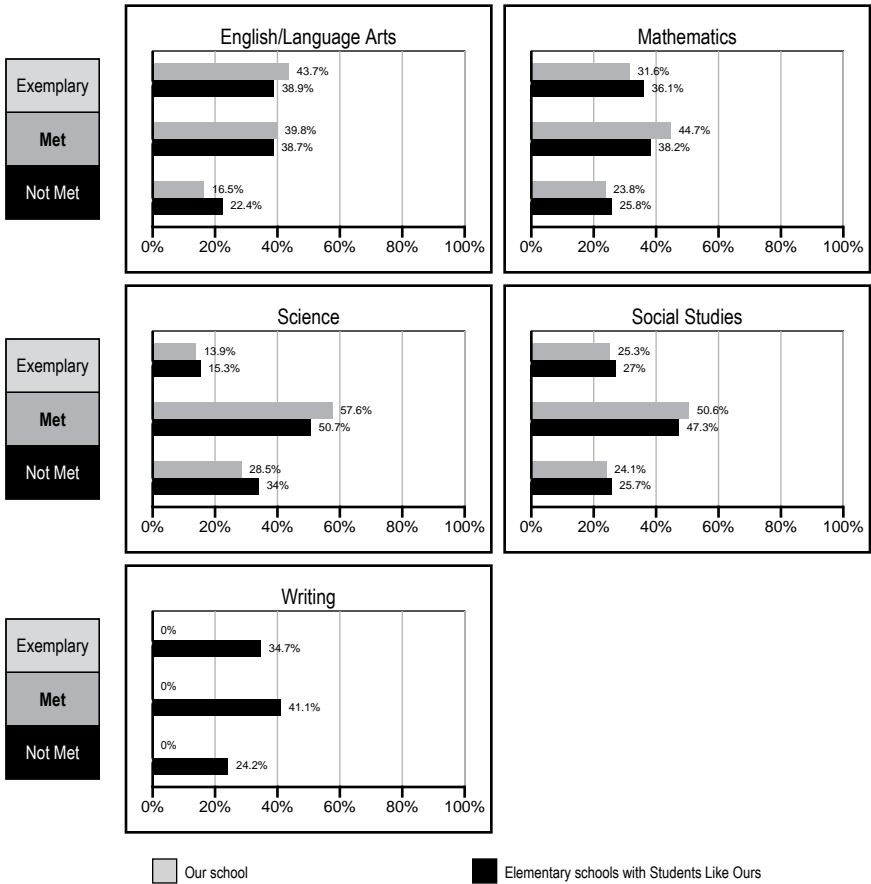
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	33	77	5	0

\* Ratings are calculated with data available by 11/09/2011.

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=587)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.7%	1.0%	1.1%
Attendance rate	95.0%	Down from 95.3%	96.0%	96.2%
Served by gifted and talented program	11.0%	Up from 5.9%	12.8%	13.4%
With disabilities other than speech	3.4%	Down from 10.9%	4.8%	4.1%
Older than usual for grade	1.7%	Down from 3.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	60.5%	Up from 59.5%	60.3%	62.5%
Continuing contract teachers	94.7%	Up from 85.7%	90.6%	88.2%
Teachers returning from previous year	94.8%	Up from 93.3%	87.9%	87.8%
Teacher attendance rate	95.9%	Up from 94.0%	95.1%	95.2%
Average teacher salary*	\$46,409	Down 1.5%	\$46,621	\$46,773
Professional development days/teacher	9.2 days	Down from 10.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.3 to 1	19.7 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 87.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,045	Up 6.8%	\$7,336	\$7,447
Percent of expenditures for instruction**	55.8%	Down from 57.2%	67.9%	68.4%
Percent of expenditures for teacher salaries**	54.2%	Up from 53.2%	65.2%	65.8%

\* 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

## Report of Principal and School Improvement Council

Johnsonville Elementary School had a fulfilling 2010/2011 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 all classrooms outfitted with SMARTBoards or Memeos 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.

Our students continue to excel each and every year. The Duke University Talent Search recognized 25 students this past year for their academic excellence. The SC Elementary Honors' Choir was represented by two 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, food drives for Caring and Sharing, and clothes drives. 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  
Clarissa Perry, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	107	92
Percent satisfied with learning environment	93.3%	92.5%	96.7%
Percent satisfied with social and physical environment	93.5%	85.0%	86.7%
Percent satisfied with school-home relations	83.9%	88.7%	90.1%

\* 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

CA

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 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	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	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 = 79.4% (Met or Exemplary)

All Students	218	98.6	16.7	40	43.3	91.9	81.8	82.4	Yes	Yes
<b>Gender</b>										
Male	117	100	17.2	39.7	43.1	89.7	77.4	78.7	N/A	N/A
Female	101	97	16	40.4	43.6	94.7	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	149	99.3	8.8	37.4	53.7	95.2	89.7	88.9	Yes	Yes
African American	64	96.9	36.2	46.6	17.2	82.8	64.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	51	94.1	28.3	43.5	28.3	76.1	54.7	48.1	No	No
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	97.9	21.5	40	38.5	89.6	75.5	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	218	100	24.6	44.5	30.8	88.2	85	81.9	Yes	Yes
<b>Gender</b>										
Male	117	100	23.3	42.2	34.5	89.7	84.1	79.9	N/A	N/A
Female	101	100	26.3	47.4	26.3	86.3	86	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	149	100	18.9	42.6	38.5	91.2	90.9	88.9	Yes	Yes
African American	64	100	39.7	48.3	12.1	79.3	71.1	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	92.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	36.2	44.7	19.1	78.7	63	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	92.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	100	30.9	47.8	21.3	83.8	79.3	74.9	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	167	100	28.8	57.1	14.1	71.2	73.2	68.6
<b>Gender</b>								
Male	90	100	23.3	63.3	13.3	76.7	74.7	68.3
Female	77	100	35.6	49.3	15.1	64.4	71.7	68.9
<b>Racial/Ethnic Group</b>								
White	115	100	15.8	65.8	18.4	84.2	84.1	80.7
African American	47	100	63.6	34.1	2.3	36.4	45.1	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	30	100	39.3	53.6	7.1	60.7	52.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	107	100	37.9	51.5	10.7	62.1	64.1	57.3
<b>Social Studies</b>								
All Students	167	100	24.7	50.6	24.7	75.3	72.5	72.5
<b>Gender</b>								
Male	87	100	19.8	51.2	29.1	80.2	75.5	72
Female	80	100	30.3	50	19.7	69.7	68.9	73.1
<b>Racial/Ethnic Group</b>								
White	112	100	17	50.9	32.1	83	81.7	81
African American	51	100	45.7	47.8	6.5	54.3	53.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	43	100	37.5	45	17.5	62.5	50.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	106	100	33.3	51	15.7	66.7	64.1	62.9

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
<b>Writing</b>										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	68.6	73.2	95	95.5
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	60	67.2	94.7	95.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	79.4	95.4	95.7
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.9	81.5	94.4	95.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	45.1	61.3	96	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.7	97.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	37.3	26	94.3	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.2	97.7
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.8	63.2	95	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>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>2011</b>	3	101	98	17.9	26.3	55.8	82.1
	4	117	99.2	15.7	51.3	33	84.3
	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>Mathematics</b>							
<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>2011</b>	3	101	100	22.9	38.5	38.5	77.1
	4	117	100	26.1	49.6	24.3	73.9
	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>Science</b>							
<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
<b>2011</b>	3	50	100	22.9	52.1	25	77.1
	4	117	100	31.3	59.1	9.6	68.7
	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

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>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>2011</b>	3	51	100	22.9	45.8	31.3	77.1
	4	116	100	25.4	52.6	21.9	74.6
	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>Writing</b>							
<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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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