



St John's Elementary

140 Park Street

Darlington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	676 Students	
Principal	Jean B. Taylor	843-398-2350
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Average	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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

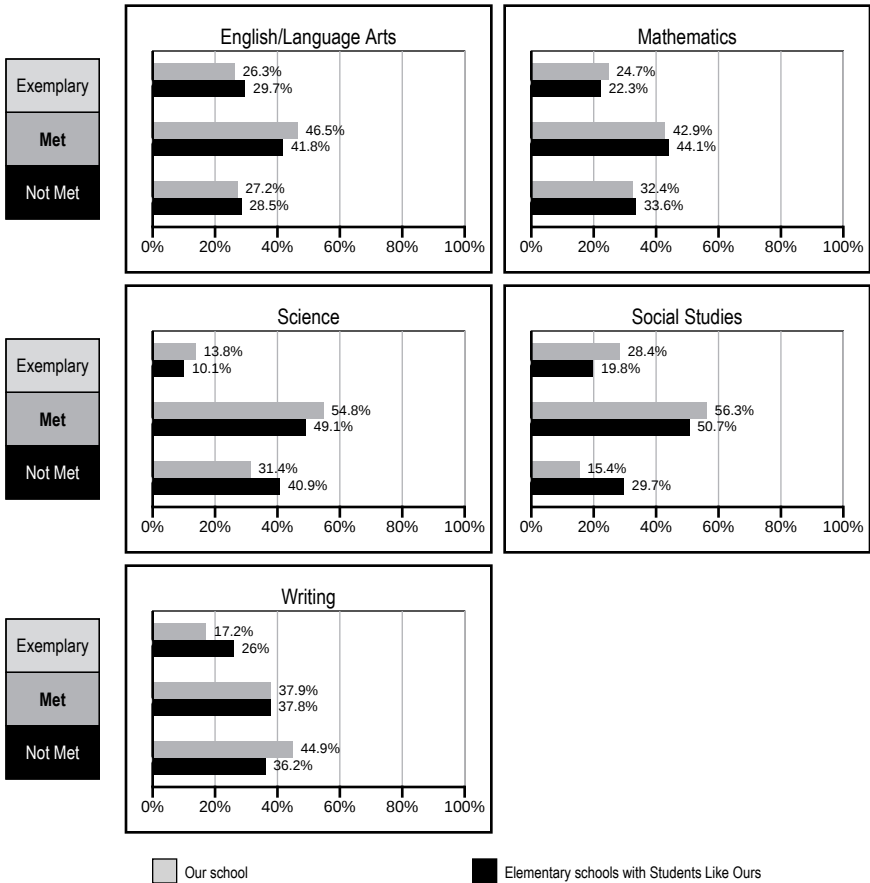
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	94	18	1

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=676)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.7%	2.4%	1.9%
Attendance rate	96.1%	No Change	96.1%	96.3%
Eligible for gifted and talented	3.0%	Down from 4.2%	7.2%	10.0%
With disabilities other than speech	9.7%	Down from 10.2%	9.2%	7.7%
Older than usual for grade	1.0%	Down from 2.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	48.8%	Down from 55.8%	57.1%	59.4%
Continuing contract teachers	74.4%	Down from 90.7%	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 87.5%	85.7%	85.9%
Teacher attendance rate	94.4%	No Change	95.0%	95.1%
Average teacher salary*	\$46,065	Down 4.1%	\$46,531	\$47,149
Professional development days/teacher	15.7 days	Up from 14.5 days	12.2 days	11.1 days
School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 20.8 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 89.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,935	Up 10.6%	\$7,600	\$7,458
Percent of expenditures for instruction**	70.1%	Down from 72.3%	68.6%	68.8%
Percent of expenditures for teacher salaries**	65.8%	Down from 71.2%	62.1%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

St. John's Elementary, a Title I school, had a productive 2008-2009 school year. The school worked collaboratively with parents and the community to promote excellence in academics, athletics, attendance, attitude, and the arts. Balanced literacy instruction, literacy groups, math RIT band groups, Accelerated Reader, Waterford, Wilson, and Success Maker programs encouraged our students to become independent readers. Fifty-one students were invited to attend the All-A Banquet. Three students made all "A" report cards throughout their elementary years. One student was recognized for having perfect attendance in grades K-5. Honor roll students were recognized quarterly. Student and class projects were displayed in the annual Science Fair. An SJE student earned the State Writing Award at the school. The St. John's Singers, under the direction of Sylvia Puffer, were invited to perform at the Christmas on the Square Celebration. The student body supported the community with the annual Christmas Canned Food Drive and the St. Jude's Math-a-thon. Student Council provided leadership opportunities for students. Student Marshals and the Flag Corps teams helped to develop students' leadership skills. Our Beta Club competed in state convention activities and sponsored community projects.

Ongoing staff development opportunities, including Thinking Maps, Test View, MAP, ELA, and Math, helped teachers improve their instructional skills. PBIS continued to be implemented to encourage appropriate behavior among students. Tracie Lewis was selected Teacher of the Year; Rosanna Dudley was chosen Assistant of the Year; and Jessie Addison was named Educator of the Year. Morning math and reading tutorial services were provided for students. Two Success Maker labs provided ELA and math daily for students in grades 1-5.

St. John's Elementary received the district's Five Star Award for the second consecutive year. St. John's Elementary was accredited through SACS/CASI, a division of AdvancEd. The Association of Parents and Teachers, the School Improvement Council, and numerous business partners worked to improve the school. The APT purchased agendas, playground equipment and recognized Honor Roll students. St. John's Elementary continued its tradition of excellence, serving the Darlington community since 1818.

Jean B. Taylor, Principal

Martha Bridgeman, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	104	60
Percent satisfied with learning environment	97.6%	81.6%	83.1%
Percent satisfied with social and physical environment	92.7%	75.2%	84.7%
Percent satisfied with school-home relations	72.5%	78.2%	81.4%

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

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School Adequate Yearly Progress	YES
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This school met 21 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-DELAY
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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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	324	100	26.7	46.2	27	86.5	76.8	82.8	Yes	Yes
Gender										
Male	164	100	29.6	47.5	22.8	85.8	74.1	79.3	N/A	N/A
Female	160	100	23.7	44.9	31.4	87.2	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	127	100	15.2	47.2	37.6	94.4	86.7	89.5	Yes	Yes
African American	190	100	34.4	45.7	19.9	80.6	70.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	45	100	42.2	42.2	15.6	75.6	48.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	247	100	33.2	47.3	19.5	82.6	71.8	75.5	Yes	Yes

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

All Students	324	100	31.8	43.1	25.2	76.7	74.6	78.9	Yes	Yes
Gender										
Male	164	100	32.1	46.9	21	78.4	74	77	N/A	N/A
Female	160	100	31.4	39.1	29.5	75	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	127	100	21.6	42.4	36	82.4	84.6	87.2	Yes	Yes
African American	190	100	39.2	44.1	16.7	72	67.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	45	100	48.9	40	11.1	51.1	44.8	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	247	100	37.3	45.2	17.4	72.2	69.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	218	99.1	30.8	54.7	14.5	69.2	61.7	67.5
Gender								
Male	109	98.2	27.1	60.7	12.1	72.9	62	67
Female	109	100	34.6	48.6	16.8	65.4	61.4	68
Racial/Ethnic Group								
White	87	98.9	17.6	60	22.4	82.4	78.5	79.5
African American	129	99.2	40.2	51.2	8.7	59.8	50.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	39.3	53.6	7.1	60.7	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59	59.6
Socio-Economic Status								
Subsided meals	168	98.8	36	54.3	9.8	64	53.4	55.1

Social Studies

All Students	215	99.1	14.7	56.4	28.9	85.3	67.2	72.3
Gender								
Male	108	100	16.7	51.9	31.5	83.3	67.1	71.5
Female	107	98.1	12.6	61.2	26.2	87.4	67.4	73.2
Racial/Ethnic Group								
White	80	100	10	48.8	41.3	90	78.8	80.7
African American	128	98.4	17.7	62.1	20.2	82.3	59.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	30	100	40	46.7	13.3	60	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	163	98.8	16.4	62.3	21.4	83.6	61.2	62.1

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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
Writing										
All Students	327	98.2	44.9	37.9	17.2	55.1	60	70.2	96.1	95.8
Gender										
Male	166	98.8	50.9	37.9	11.2	49.1	52.8	63.2	96.1	95.5
Female	161	97.5	38.6	37.9	23.5	61.4	67.5	77.5	96.2	96
Racial/Ethnic Group										
White	127	99.2	34.7	38.7	26.6	65.3	72.3	79.1	95.3	95.3
African American	193	97.4	51.9	37.2	10.9	48.1	51.3	57.6	96.7	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	86.2	97.2	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.3	62.6	96.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	75.4	90.8
Disability Status										
Disabled	46	87	N/AV	N/AV	N/AV	22.5	19.1	26.1	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.6	61.2	98	97.2
Socio-Economic Status										
Subsidized meals	249	98.4	49.4	39.3	11.3	50.6	52.6	58.9	96	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	28.3	31.5	40.2	71.7
	4	110	100	24.8	45.9	29.4	75.2
	5	119	100	27.4	58.1	14.5	72.6
	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
Mathematics							
2009	3	95	100	35.9	27.2	37	64.1
	4	110	100	16.5	54.1	29.4	83.5
	5	119	100	42.7	45.3	12	57.3
	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
Science							
2009	3	48	95.8	32.6	56.5	10.9	67.4
	4	109	100	26.9	55.6	17.6	73.1
	5	61	100	36.7	51.7	11.7	63.3
	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
Social Studies							
2009	3	47	95.7	13.3	55.6	31.1	86.7
	4	110	100	11	56.9	32.1	89
	5	58	100	22.8	56.1	21.1	77.2
	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
Writing							
2009	3	96	99	47.8	30.4	21.7	52.2
	4	112	97.3	43	41.1	15.9	57
	5	119	98.3	44.3	40.9	14.8	55.7
	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

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