



Johnsonville Elementary

160 E. Marion Street
Johnsonville, SC 29555

Grades	PK-4 Elementary School	
Enrollment	635 Students	
Principal	Dayne N. Coker	843-386-2955
Superintendent	John Morris	843-386-2358
Board Chair	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
2009	Average	Below Average
2008	Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

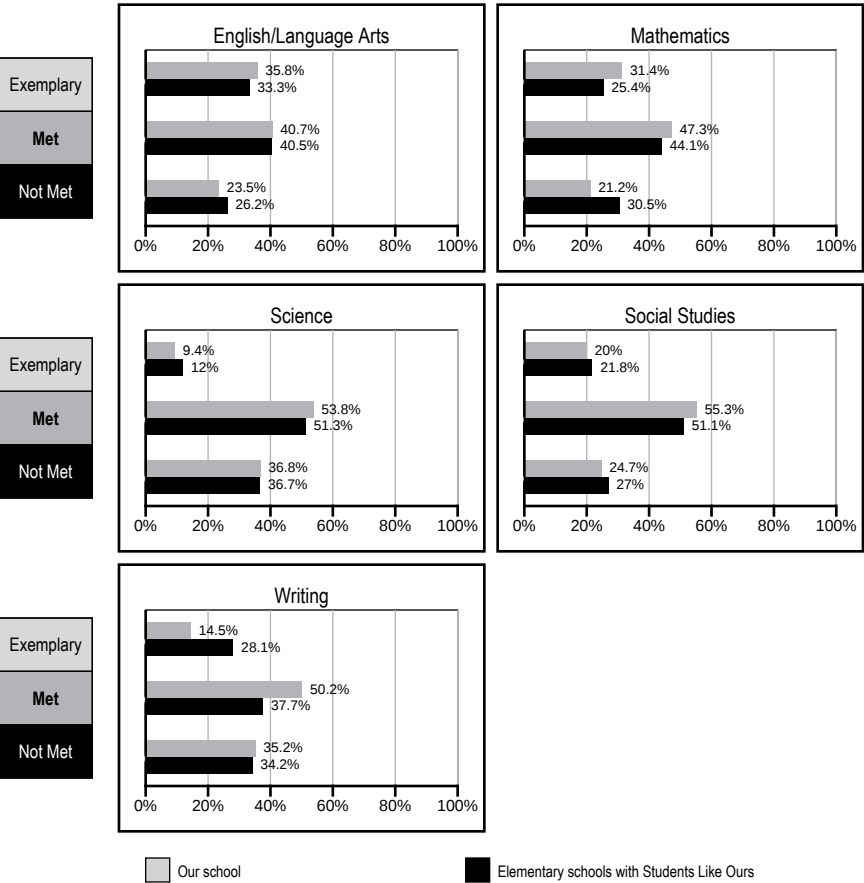
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	96	12	0

* 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=635)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.2%	Up from 6.0%	2.4%	1.9%
Attendance rate	96.0%	Up from 95.5%	96.2%	96.3%
Eligible for gifted and talented	7.5%	Down from 10.3%	8.5%	10.0%
With disabilities other than speech	11.4%	Down from 13.6%	9.2%	7.7%
Older than usual for grade	2.8%	Down from 4.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	61.9%	Down from 62.8%	59.1%	59.4%
Continuing contract teachers	85.7%	Up from 81.4%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 91.5%	86.2%	85.9%
Teacher attendance rate	94.4%	Up from 94.3%	95.0%	95.1%
Average teacher salary*	\$46,786	Up 2.1%	\$47,163	\$47,149
Professional development days/teacher	12.7 days	Down from 20.8 days	11.8 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 83.5%	90.1%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,019	Up 11.9%	\$7,287	\$7,458
Percent of expenditures for instruction**	56.4%	Down from 56.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	40.6%	Down from 53.0%	61.2%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Johnsonville Elementary School had another exciting year. We continued with MAP for grades two through four, allowing teachers to access more diagnostic information about students' progress. Also introduced school-wide was DIBELS. Fluency scores were seen to rise with each benchmark that was completed with this program. Another source of accomplishment was seen through the implementation of a Behavior Intervention Class. This class has been an asset to the ongoing improvement of student attendance and has dramatically curtailed habitual disciplinary occurrences.

Our students continued to excel. A fourth grader was a member of the SC Elementary Honors Choir. The Duke University Talent Search recognized twelve students this past year. JES had the honor of having a student recognized for the Governor's Citizenship Award, and a student represented our school at the South Carolina Young Writer's Conference.

Our teachers were recognized in several categories as well. A teacher was selected to serve on the PASS Test Alignment Review Committee for Science, was a finalist for the Presidential Award for Excellence in Science Teaching, and was selected to attend the 2009 Mickelson Exxon Mobile Teachers Academy. Others received a Donor's Choose Grant or were nominated to Roper Mountain Science P.L.U. S., and two more teachers submitted applications for National Board Certification.

Character and citizenship are so important in a child's life, and the "Sparks" of JES continued to help with service projects in the community. Those projects included St. Jude's Children's Hospital, The American Red Cross, food drives, and donations to our local volunteer fire department.

Johnsonville Elementary School continues to excel because of the sound instructional curriculum, the caring staff, the supportive parents and businesses, the numerous volunteers, and the leadership of the district schools. On behalf of JES, thank you all for making the 2008/2009 school year the success that it was.

Dayne N. Coker, Principal
Dena Cooper, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	105	86
Percent satisfied with learning environment	91.4%	86.5%	90.6%
Percent satisfied with social and physical environment	100.0%	85.3%	91.9%
Percent satisfied with school-home relations	91.4%	81.0%	91.9%

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

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 Adequate Yearly Progress	YES
---------------------------------	-----

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	NI-DELAY
---------------------------	----------

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	1.7%
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
Student attendance rate	96.0%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	236	98.3	23.5	40.4	36.1	84.8	81	82.8	Yes	Yes
Gender										
Male	118	97.5	28.1	43.9	28.1	84.2	77.9	79.3	N/A	N/A
Female	118	99.2	19	37.1	44	85.3	84.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	148	98.7	11.7	44.8	43.4	91.7	87.5	89.5	Yes	Yes
African American	81	97.5	45.6	32.9	21.5	72.2	67.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	71	95.8	48.5	36.8	14.7	64.7	55.8	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	5	I/S	I/S	I/S	I/S	I/S	76.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	153	98	29.7	40.5	29.7	79.7	74.9	75.5	Yes	Yes

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

All Students	236	98.7	21.2	47.6	31.2	85.3	80.4	78.9	Yes	Yes
Gender										
Male	118	98.3	21.7	48.7	29.6	83.5	76.9	77	N/A	N/A
Female	118	99.2	20.7	46.6	32.8	87.1	84.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	148	99.3	12.3	47.9	39.7	91.8	87.6	87.2	Yes	Yes
African American	81	97.5	38	49.4	12.7	73.4	65.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	71	95.8	44.1	35.3	20.6	63.2	50	45.5	Yes	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	5	I/S	I/S	I/S	I/S	I/S	69.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	153	98.7	28.2	48.3	23.5	80.5	73.5	70.2	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								
	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	179	98.3	36.8	52.9	10.3	63.2	63.8	67.5
Gender								
Male	88	97.7	35.3	56.5	8.2	64.7	64	67
Female	91	98.9	38.2	49.4	12.4	61.8	63.5	68
Racial/Ethnic Group								
White	108	99.1	25.5	61.3	13.2	74.5	75.2	79.5
African American	65	96.9	58.7	36.5	4.8	41.3	38.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	54	94.4	54.9	41.2	3.9	45.1	37.9	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	5	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	119	98.3	44.3	48.7	7	55.7	52.1	55.1
Social Studies								
All Students	176	97.7	23.8	55.2	20.9	76.2	71.5	72.3
Gender								
Male	95	96.8	17.4	59.8	22.8	82.6	73	71.5
Female	81	98.8	31.3	50	18.8	68.8	69.7	73.2
Racial/Ethnic Group								
White	112	98.2	14.5	56.4	29.1	85.5	78.4	80.7
African American	60	96.7	43.1	51.7	5.2	56.9	55.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	51	92.2	44.7	40.4	14.9	55.3	48	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	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	113	98.2	32.4	55	12.6	67.6	62.2	62.1

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	237	96.6	35.2	50.2	14.5	64.8	63	70.2	96	96.1
Gender										
Male	119	95	46.4	44.6	8.9	53.6	54.5	63.2	96	96
Female	118	98.3	24.3	55.7	20	75.7	72.5	77.5	96.1	96.2
Racial/Ethnic Group										
White	148	97.3	23.8	55.9	20.3	76.2	73.8	79.1	95.8	95.9
African American	82	95.1	56.4	39.7	3.8	43.6	41.1	57.6	96.3	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.7	98.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	62.6	97.6	98
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	74	90.5	62.7	32.8	4.5	37.3	28.8	26.1	95.5	95.4
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	5	I/S	I/S	I/S	I/S	I/S	46.2	61.2	98.7	98.8
Socio-Economic Status										
Subsidized meals	153	98	45.3	48	6.8	54.7	51.8	58.9	95.8	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

Abbreviations for Missing Data

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