

Johnston Elementary

514 Lee Street
Johnston, SC 29832

Grades	PK-5 Elementary School	
Enrollment	401 Students	
Principal	Bruce Lee	803-275-1755
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**At-Risk**
2007	Average	Average
2006	Average	Average
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Johnston Elementary	02/16/09-1901005

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

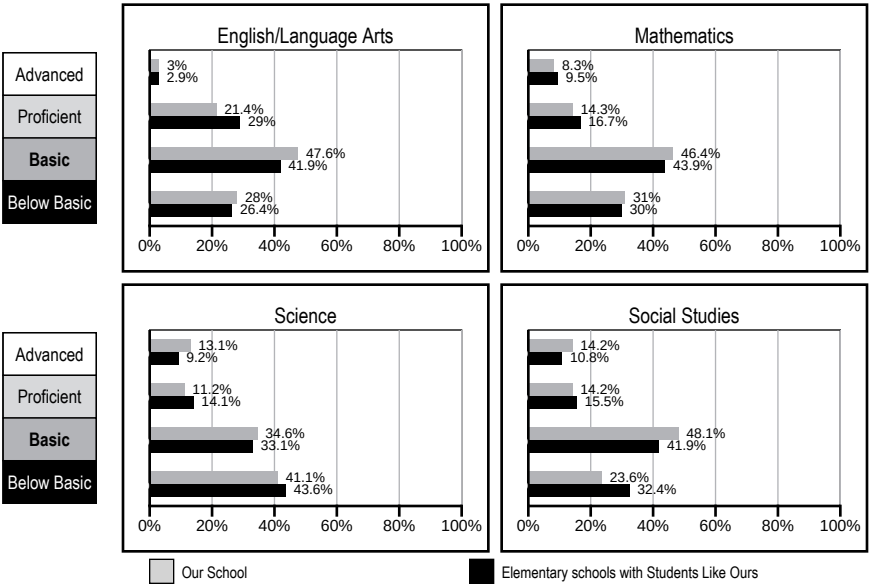
Percent of students tested in 2007-08 whose 2006-07 test scores were located	98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	10

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=401)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 4.6%	2.8%	2.3%
Attendance rate	96.7%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	6.7%	Down from 8.0%	6.5%	10.4%
With disabilities other than speech	7.3%	Down from 7.8%	8.9%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Down from 66.7%	54.0%	56.7%
Continuing contract teachers	89.7%	Down from 93.3%	75.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.2%	Up from 93.0%	85.9%	86.4%
Teacher attendance rate	96.0%	No Change	94.8%	94.9%
Average teacher salary	$44,459	Up 4.4%	$44,459	$45,345
Professional development days/teacher	27.8 days	Up from 12.4 days	12.8 days	12.6 days
School				
Principal's years at school	19.0	Up from 17.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 14.2 to 1	18.0 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 92.2%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 95.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$7,383	Up 0.5%	$7,368	$7,052
Percent of expenditures for instruction*	70.3%	Up from 68.8%	69.2%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Up from 65.5%	64.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As I write this, we have just completed our 07-08 school year. We learned at the beginning of the year that our school had made Adequate Yearly Progress, which made us proud and gave us the encouragement we needed to get the year started off strong. We challenged our children and ourselves to reach for the top and we believe our efforts were successful. Our students left us stronger than when they arrived at the beginning of the year.

We continued with our Academy each morning, where we zero in on specific skills in reading. Later in the year, we added some math time. This 08-09 year we are fortunate to have received funding for a math coach; training began in the summer. When we had a science coach we made some terrific progress in that area; we believe this will also occur in math.

You will see new faces around JES this year. We had 2 teachers and 3 paraprofessionals retire. In addition, we had 2 teachers and a guidance counselor to resign or transfer. This is the biggest turnover JES has had in almost 20 years. We made several in-house moves before we began filling the positions. Change is hard, but it also brings "new" life to a group and we feel confidant and ready for this year.

Parent participation was up this year. Thank you! We have tried to have activities each month, both during school hours and at night. This should give each working adult an opportunity to participate in a few of the activities offered. Our Girls and Boys Nights Out were very successful and we plan to continue these activities. You are always welcome at JES regardless of whether we have a planned activity or not. The more we work together, the more successful each child will be.

Thank you for all you do each day and for the support you give to our school!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	62	53
Percent satisfied with learning environment	96.9%	91.9%	92.3%
Percent satisfied with social and physical environment	100.0%	83.3%	88.7%
Percent satisfied with school-home relations	87.5%	82.3%	92.5%

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

School Adequate Yearly Progress

NO

This school met 11 out of 17 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

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. Sanction: Implement the restructuring plan.
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	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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Johnston Elementary											02/16/09-1901005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	178	100	28	47.6	21.4	3	34.5	50.5	48.2	No	Yes
Gender											
Male	103	100	32	45.4	19.6	3.1	33	42.7	41.7	N/A	N/A
Female	75	100	22.5	50.7	23.9	2.8	36.6	58.9	55	N/A	N/A
Racial/Ethnic Group											
White	60	100	14.3	58.9	21.4	5.4	44.6	61.8	60	Yes	Yes
African American	109	100	36.9	44.7	16.5	1.9	25.2	37.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	51.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	25	100	79.2	16.7	4.2	0	4.2	14.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	138	100	33.6	46.1	18	2.3	25.8	39	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	178	100	31	46.4	14.3	8.3	33.3	44.7	45.8	No	Yes
Gender											
Male	103	100	28.9	46.4	13.4	11.3	38.1	43.5	45.6	N/A	N/A
Female	75	100	33.8	46.5	15.5	4.2	26.8	46.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	60	100	17.9	44.6	21.4	16.1	53.6	59.5	59	Yes	Yes
African American	109	100	40.8	48.5	7.8	2.9	19.4	27.8	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	25	100	62.5	29.2	8.3	0	12.5	16.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	138	100	37.5	48.4	9.4	4.7	22.7	32.4	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Johnston Elementary											02/16/09-1901005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	112	100	41.1	34.6	11.2	13.1	24.3	31.7	35.7	96.7	96.5
Gender											
Male	64	100	33.9	37.1	11.3	17.7	29	34.1	37.4	96.6	96.4
Female	48	100	51.1	31.1	11.1	6.7	17.8	29.2	33.8	96.8	96.5
Racial/Ethnic Group											
White	37	100	18.9	27	18.9	35.1	54.1	46	49.2	96.3	96.1
African American	71	100	54.5	39.4	6.1	0	6.1	15.5	17	96.8	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.3
Disability Status											
Disabled	15	100	78.6	7.1	0	14.3	14.3	17.3	14	96.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	95.5
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	97.9	97.3
Socio-Economic Status											
Subsized meals	85	100	52.5	37.5	6.3	3.8	10	19.9	21.1	96.6	96
Social Studies											
All Students	112	100	23.6	48.1	14.2	14.2	28.3	26.9	34	96.7	96.5
Gender											
Male	64	100	21.7	45	13.3	20	33.3	29.2	36.6	96.6	96.4
Female	48	100	26.1	52.2	15.2	6.5	21.7	24.3	31.3	96.8	96.5
Racial/Ethnic Group											
White	37	100	18.2	36.4	15.2	30.3	45.5	36.5	44.5	96.3	96.1
African American	68	100	28.8	57.6	9.1	4.5	13.6	14.3	19.1	96.8	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	93.3
Disability Status											
Disabled	13	100	53.8	30.8	7.7	7.7	15.4	11	14.4	96.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	95.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.9	97.3
Socio-Economic Status											
Subsized meals	92	100	26.7	53.5	9.3	10.5	19.8	16.2	21	96.6	96

***** Adj - Adjusted to account for natural variation in performance.

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Johnston Elementary 02/16/09-1901005

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	51	100	2.2	46.7	48.9	2.2	51.1
	4	66	100	23.3	45	30	1.7	31.7
	5	45	100	36.6	34.1	26.8	2.4	29.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	19.7	34.4	37.7	8.2	45.9
	4	46	100	24.4	68.9	6.7	0	6.7
	5	64	100	38.7	45.2	16.1	0	16.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	51	100	17.8	75.6	6.7	0	6.7
	4	66	100	26.7	35	20	18.3	38.3
	5	45	100	34.1	43.9	12.2	9.8	22
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	32.8	44.3	11.5	11.5	23
	4	46	100	26.7	57.8	13.3	2.2	15.6
	5	64	100	32.3	40.3	17.7	9.7	27.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	20	60	15	5	20
	4	66	100	40	28.3	13.3	18.3	31.7
	5	23	100	21.1	42.1	15.8	21.1	36.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	35.5	35.5	22.6	6.5	29
	4	46	100	40	42.2	6.7	11.1	17.8
	5	32	100	48.4	22.6	6.5	22.6	29
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	26	100	8	56	32	4	36
	4	66	100	35	35	15	15	30
	5	22	100	27.3	36.4	18.2	18.2	36.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	26.7	33.3	23.3	16.7	40
	4	46	100	28.9	53.3	13.3	4.4	17.8
	5	32	100	12.9	54.8	6.5	25.8	32.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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