

C A Johnson Preparatory Academy

2219 Barhamville Rd.
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	479 Students	
Principal	Kathie Greer	803-253-7092
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**At-Risk**
2008	Below Average	Good
2007	At-Risk	Excellent
2006	At-Risk	At-Risk
2005	At-Risk	Excellent

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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	1	2	6	8

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	63.6	60.3	48.7	61.8	63.4	56.6
Passed 1 subtest (%)	17.4	20.7	20.2	20.8	16.2	20.9
Passed no subtests (%)	19.0	19.0	31.1	20.9	21.1	26.0

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	87.1%	82.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	137	97
Number of Diplomas	69	61
Rate	50.4%	54.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	59.3	44.9
English 1	41.5	37.4
Physical Science	12.9	29.5
US History and the Constitution	3.0	19.3
All Tests	31.4	33.3

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

C A Johnson Preparatory Academy 03/25/10-4001011

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=479)				
Retention rate	16.9%	Up from 16.8%	6.5%	4.8%
Attendance rate	93.0%	Up from 91.9%	94.6%	95.5%
Eligible for gifted and talented	5.0%	Up from 3.0%	2.5%	9.2%
With disabilities other than speech	16.7%	Down from 17.5%	14.3%	12.6%
Older than usual for grade	21.7%	Up from 16.8%	15.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 1.0%	1.6%	1.2%
Enrolled in AP/IB programs	18.0%	Down from 31.3%	5.1%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	28.1%	Up from 2.7%	27.4%	29.8%
Annual dropout rate	11.8%	Up from 9.5%	1.8%	3.5%
Career/technology students in co-curricular organizations	4.2%	Up from 0.0%	1.8%	3.0%
Enrollment in career/technology courses	240	Down from 331	218	523
Students participating in work-based experiences	0.9%	Down from 2.8%	2.6%	12.9%
Career/technology students attaining technical skills	72.9%	Up from 69.5%	74.6%	79.3%
Career/technology completers placed	94.1%	Down from 94.4%	97.8%	98.8%
Teachers (n=43)				
Teachers with advanced degrees	74.4%	Up from 73.8%	54.7%	58.6%
Continuing contract teachers	67.4%	Down from 69.0%	55.8%	71.6%
Teachers with emergency or provisional certificates	11.1%	Up from 2.8%	23.8%	8.1%
Teachers returning from previous year	74.0%	Down from 78.6%	74.5%	85.0%
Teacher attendance rate	93.0%	Down from 93.4%	96.0%	95.5%
Average teacher salary*	$49,078	Up 4.6%	$44,401	$47,761
Professional development days/teacher	21.8 days	Down from 22.3 days	12.1 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.4 to 1	19.5 to 1	26.1 to 1
Prime instructional time	84.2%	Up from 83.4%	88.3%	89.8%
Dollars spent per pupil**	$13,959	Up 32.9%	$10,696	$7,883
Percent of expenditures for teacher salaries**	53.9%	Down from 57.2%	51.8%	54.1%
Percent of expenditures for instruction**	64.6%	Up from 63.3%	60.2%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	51.3%	Down from 100.0%	93.0%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	85	87.1%	350	31.4%	137	50.4%	No
Gender							
Male	31	83.9%	160	28.8%	58	39.7%	N/A
Female	54	88.9%	190	33.7%	78	59.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	83	86.7%	337	30.9%	132	50.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	41	14.6%	16	37.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	65	87.7%	294	33.0%	97	52.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Although there are many challenges and still much to accomplish at C.A. Johnson High School, our 2008 school report card rating showed improvement. We salute our students, staff, and the supportive parents and community members for their role in this accomplishment. The state required a gain of .3 over a two-year period. CAJ made a .8 gain during that period. We have been recognized by the state through the Palmetto Priority Schools program and were awarded two silver awards through the Palmetto Gold and Silver Awards Program.

We achieved a Below Average absolute rating and Good improvement rating. This is the first time C.A. Johnson achieved a rating other than Unsatisfactory since the implementation of accountability and the school report card system of rating schools that began in 2001.

While the climate and culture at C.A. Johnson is one that is safe, orderly, and conducive to learning, there continues to exist the need to identify and implement additional programs to assist those students who struggle to achieve academic, social, and emotional success, as well as those who show apathy/indifference toward our current education model of "total" Excellence by Design. We are working proactively to resolve our issues. Our greatest challenges relative to graduation rate and testing include the transient nature of our student population, the disproportionate number of students with special needs, and the number of special needs students who are working toward a state certificate instead of a state diploma.

Activities to ensure the success of students scheduled to graduate in spring of 2009 and summer 2009 include:

-Providing an advisor for small groups of seniors and a time to meet during the school day for instruction/interaction using the College Summit curriculum
-Providing structured individual academic planning sessions to all parents and students, utilizing achievement and career assessments, IGP's and other relevant information
-Providing test-strategies courses during the school day to students who have failed portions of the HSAP exam
-Providing early/sunset or Saturday classes
-Providing mentors and individualized plans for each student to address performance deficits

We recognize that success in improving our graduation rate does not begin with the senior year. Therefore, we also have processes and strategies in place to work with struggling students in grades nine through eleven, offering interventions similar to those applied to seniors. Technology infusion and an enhanced curriculum have provided expanded opportunities and experiences to prepare our students to compete and succeed in a global society.

Kathie Greer, Principal Specialist
Barbara Jones, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	53	37
Percent satisfied with learning environment	48.6%	50.0%	86.5%
Percent satisfied with social and physical environment	61.5%	58.5%	77.8%
Percent satisfied with school-home relations	37.8%	79.2%	88.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO

This school met 6 out of 13 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	N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No

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HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	118	99.2	32.3	51	12.5	4.2	25	56.4	61.8	No	Yes
Male	54	100	38.1	50	7.1	4.8	19	51.4	57.4	N/A	N/A
Female	64	98.4	27.8	51.9	16.7	3.7	29.6	60.9	66.1	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.3	74.3	I/S	I/S
African American	115	99.1	33.3	49.5	12.9	4.3	25.8	48	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	19	94.7	75	12.5	12.5	0	12.5	18.8	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	97	99	37	49.4	11.1	2.5	19.8	43.2	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	118	100	42.7	34.4	18.8	4.2	31.3	52.3	62.7	No	Yes
Male	54	100	45.2	38.1	9.5	7.1	21.4	49.1	61.8	N/A	N/A
Female	64	100	40.7	31.5	25.9	1.9	38.9	55.2	63.6	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.4	75.1	I/S	I/S
African American	115	100	43	33.3	19.4	4.3	31.2	44.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	19	100	87.5	12.5	0	0	6.3	18.9	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	97	100	45.7	33.3	17.3	3.7	29.6	41	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	120	67.5	64.2	2.5	0.8	N/A	I/S	N/A	N/A	N/A	N/A
Male	55	65.5	61.8	3.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	65	69.2	66.2	1.5	1.5	N/A	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	117	67.5	64.1	2.6	0.9	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	21	57.1	57.1	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	98	67.3	64.3	2.0	1.0	N/A	I/S	N/A	N/A	N/A	N/A

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

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	127	95.3	24.5	46.9	24.5	4.1	42.9	64.1	69.7
	2009	118	99.2	32.3	51	12.5	4.2	25	56.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	127	95.3	34.7	35.7	24.5	5.1	42.9	55	67.2
	2009	118	100	42.7	34.4	18.8	4.2	31.3	52.3	62.7

* Adjusted to account for natural variation in performance.

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