

## CA JOHNSON PREPARATORY ACADEMY

2219 Barhamville Rd.  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	441 Students	
<b>Principal</b>	Nathan White	803-253-7092
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	<b>At-Risk</b>	<b>At-Risk</b>
2010	At-Risk	Excellent
2009	At-Risk	At-Risk
2008	Below Average	Good
2007	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 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>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
1	2	7	5	8

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	48.7%	60.7%	58.9%	56.6%	57.4%	57.1%
Passed 1 subtest (%)	20.2%	18.7%	10.3%	20.9%	19.3%	22.6%
Passed no subtests (%)	31.1%	20.6%	30.8%	26.0%	26.9%	23.3%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	74.2%	79.1%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	127	147	105	92
Number of Graduates in Cohort	62	66	66	59
Rate	48.8%	44.9%	57.0%	60.1%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	128	N/A	105
Number of Graduates in Cohort	N/A	67	N/A	67
Rate	N/A	52.3%	N/A	58.7%

## 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	51.4%	53.1%
English 1	37.8%	47.7%
Biology 1/Applied Biology 2	19.3%	38.6%
Physical Science	50.5%	36.2%
US History and the Constitution	32.7%	23.8%
All Tests	38.4%	38.1%

\* 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

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=441)</b>				
Retention rate	14.3%	Down from 15.4%	3.3%	3.4%
Attendance rate	94.4%	Up from 92.5%	94.4%	95.0%
Served by gifted and talented program	2.9%	Down from 4.6%	3.5%	12.4%
With disabilities other than speech	15.2%	Down from 17.4%	13.0%	9.9%
Older than usual for grade	21.0%	Down from 23.9%	10.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.3%	Up from 0.7%	2.0%	0.9%
Enrolled in AP/IB programs	15.5%	Up from 10.1%	3.7%	13.0%
Successful on AP/IB exams	N/A	N/A	N/A	51.7%
Eligible for LIFE Scholarship	19.1%	Down from 19.4%	24.7%	30.1%
Annual dropout rate	8.5%	Down from 11.8%	1.7%	2.5%
Career/technology students in co-curricular organizations	0.0%	Down from 2.2%	2.2%	2.9%
Enrollment in career/technology courses	184	Down from 239	154	419
Students participating in work-based experiences	12.6%	Up from 1.9%	0.0%	7.2%
Career/technology students attaining technical skills	83.7%	Up from 77.8%	83.5%	83.0%
Career/technology completers placed	96.6%	Up from 96.2%	96.8%	98.4%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	78.9%	Up from 70.3%	60.0%	61.1%
Continuing contract teachers	73.7%	Down from 75.7%	65.6%	80.6%
Teachers returning from previous year	77.9%	Up from 72.5%	76.0%	86.5%
Teacher attendance rate	95.1%	Down from 95.5%	95.3%	95.5%
Average teacher salary*	\$49,607	Down 1.1%	\$43,235	\$46,884
Professional development days/teacher	6.7 days	Down from 19.8 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	2.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 16.3 to 1	19.7 to 1	26.5 to 1
Prime instructional time	88.7%	Up from 86.2%	89.0%	89.3%
Dollars spent per pupil**	\$13,782	Down 10.3%	\$10,659	\$7,804
Percent of expenditures for teacher salaries**	55.5%	Down from 57.9%	55.7%	58.0%
Percent of expenditures for instruction**	61.3%	Down from 67.0%	58.8%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.4%	Down from 100.0%	99.3%	97.3%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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

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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	93	74.2%	580	38.4%	127	48.8%	No
<b>Gender</b>							
Male	47	70.2%	273	37.7%	73	35.6%	N/A
Female	46	78.3%	294	38.4%	54	66.7%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	90	73.3%	556	37.8%	124	50.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	54.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	16	37.5%	62	19.4%	16	43.8%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	80	73.8%	537	37.2%	100	49.0%	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

Located in the heart of downtown Columbia, C. A. Johnson High School has a uniquely rich heritage and unfading commitment to excellence. This rich heritage is carried forward by current students and the distinguished alumni that have graced the halls of the school. Currently, C. A. Johnson is proud to serve approximately 430 students, with a student population of 95% African Americans, 3% Hispanics, and 2% other.

The 2010-2011 school year was a strategic year in refocusing C. A. Johnson's commitment to elevating student achievement and promoting excellence in education. Vast improvements to the educational framework have proved a successful start. The district's administration has worked strategically with the new building principal, Mr. Nathan White, to ensure that the transformation model created for C. A. Johnson will be successfully implemented within the next three years. The transformation model is designed to increase the emphasis on ELA and mathematics, provide students with HSAP support classes, establish smaller learning communities within the school, provide intensive and focused professional development for teachers, and establish strategic community partnerships. At the end of the school year, C. A. Johnson High School was one of three RCSD1 schools to be removed from the State's Department of Education Palmetto Priority School's list. Only schools showing measurable progress in the area of student achievement were released from this list.

Among the noteworthy changes instituted during this school year was the formation of an authentic Freshman Academy. By utilizing the national recognized dropout prevention model "Diplomas Now", students were afforded an exemplary learning opportunity that focused on meeting the needs of the whole child. This new endeavor was a collaborative effort of C. A. Johnson High School, Richland County School District One, City Year, Communities in Schools, and Johns Hopkins Talent Development division. Other changes included comprehensive professional development for teachers, intensive support in core content areas, and alternative education programs designed to target at-risk students.

"The Evolution of the Hornet" proved to be an accurate mantra for the success of this school year. The graduating class of 2011 received an unprecedented 1.3 million in scholarship offers. The Foreign Language Department was recognized as a rating of Good In Foreign Language by the State Department of Education. Four students were privileged to qualify for the Richland County School District One Honors Band and one student qualified for the Richland County School District One Honors Orchestra. C. A. Johnson's Air Force JROTC Unit earned an "Exceeds Standards" rating during their HQ AFJROTC Evaluation. Athletic accomplishments include Region II A champions and Region II A coach of the year for girls basketball.

The school leadership is continuing to galvanize the district, community, and parental support to create an exemplary learning environment for all students.

Dr. Belton, SIC Chairperson  
Mr. Nathan White, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	82	34
Percent satisfied with learning environment	48.8%	58.5%	63.6%
Percent satisfied with social and physical environment	60.0%	61.3%	52.9%
Percent satisfied with school-home relations	36.4%	65.0%	58.8%

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

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## No Child Left Behind

## 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

<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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	108	98.1	31.4	41.9	24.4	2.3	34.9	58.2	68.0	No	Yes
Male	55	96.4	31.7	46.3	19.5	2.4	24.4	53.5	63.1	N/A	N/A
Female	53	100.0	31.1	37.8	28.9	2.2	44.4	62.6	73.1	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	86.7	79.4	I/S	I/S
African American	107	98.1	31.4	41.9	24.4	2.3	34.9	50.8	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	83.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.1	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	13	100.0	80.0	20.0	N/A	N/A	N/A	18.3	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	45.1	I/S	I/S
Subsidized meals	95	98.9	32.9	43.0	22.8	1.3	32.9	47.1	54.7	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	108	98.1	34.9	47.7	12.8	4.7	32.6	50.3	62.3	No	Yes
Male	55	96.4	36.6	48.8	12.2	2.4	24.4	48.6	61.4	N/A	N/A
Female	53	100.0	33.3	46.7	13.3	6.7	40.0	52.0	63.2	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	82.9	75.3	I/S	I/S
African American	107	98.1	34.9	47.7	12.8	4.7	32.6	41.6	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	13	100.0	80.0	20.0	N/A	N/A	N/A	16.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	34.4	47.1	I/S	I/S
Subsidized meals	95	98.9	38.0	45.6	11.4	5.1	32.9	39.9	48.5	No	Yes

<b>Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)</b>											
All Students	108	93.5	89.1	6.9	3.0	1.0	4.0	N/A	N/A	N/A	N/A
Male	55	94.5	90.4	5.8	1.9	1.9	3.8	N/A	N/A	N/A	N/A
Female	53	92.5	87.8	8.2	4.1	N/A	N/A	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	107	93.5	89.0	7.0	3.0	1.0	4.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	13	84.6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	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
Subsidized meals	95	93.7	88.8	7.9	2.2	1.1	3.4	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2010	108	99.1	25.7	39.6	23.8	10.9	40.6	58.5	65.9
	2011	108	98.1	31.4	41.9	24.4	2.3	34.9	58.2	68.0
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2010	108	99.1	30.7	43.6	18.8	6.9	40.6	52.1	62.3
	2011	108	98.1	34.9	47.7	12.8	4.7	32.6	50.3	62.3

\* Adjusted to account for natural variation in performance.

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