



Johnston Elementary

514 Lee Street
Johnston, SC 29832

Grades	PK-5 Elementary School	
Enrollment	387 Students	
Principal	F. 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 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	Average
2006	Average	Average
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

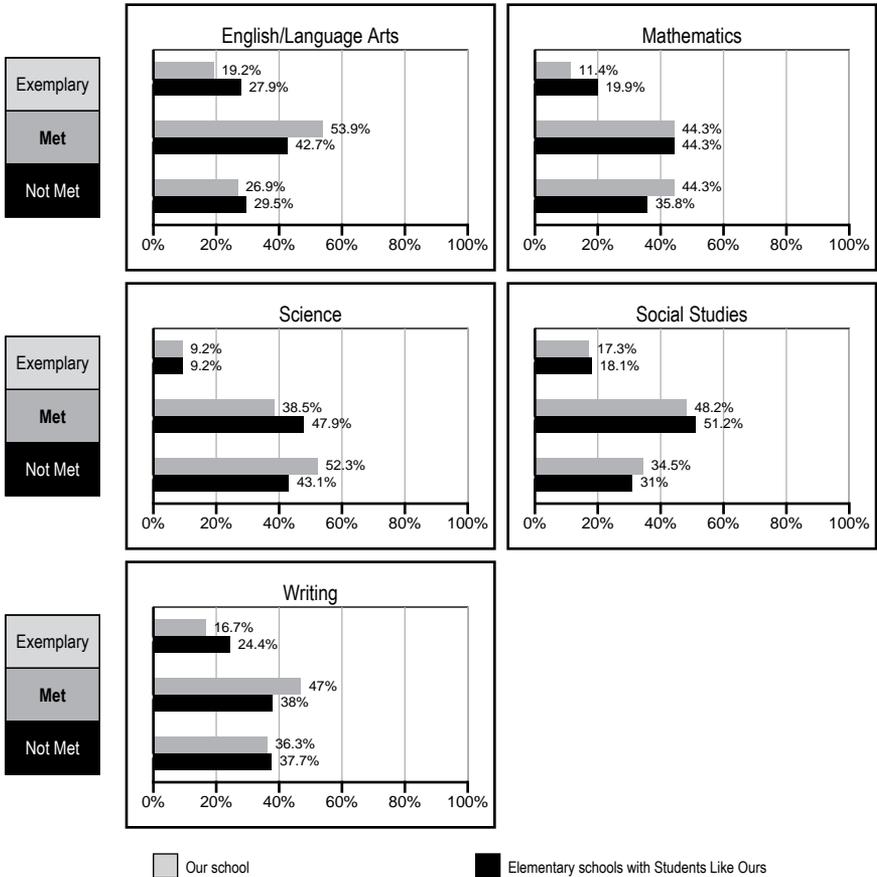
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	86	28	2

* 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=387)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Down from 5.1%	2.5%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	5.4%	Down from 6.7%	6.4%	10.0%
With disabilities other than speech	6.5%	Down from 7.3%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 65.5%	57.0%	59.4%
Continuing contract teachers	92.3%	Up from 89.7%	76.5%	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 94.2%	84.8%	85.9%
Teacher attendance rate	96.3%	Up from 96.0%	95.0%	95.1%
Average teacher salary*	\$44,666	Up 0.5%	\$46,012	\$47,149
Professional development days/teacher	25.9 days	Down from 27.8 days	11.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 19.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.7 to 1	18.0 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 91.6%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,454	Up 1.0%	\$7,711	\$7,458
Percent of expenditures for instruction**	67.3%	Down from 70.3%	68.0%	68.8%
Percent of expenditures for teacher salaries**	61.6%	Down from 66.4%	62.3%	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

The 2008-2009 school year at Johnston Elementary had many personnel changes during the actual school year. A new principal arrived in October, and the school district received an Early Reading First Grant that also caused some staff members to be reassigned. Although the grant caused some reassignments within the school, the Early Reading First Grant supplied our school with a literacy coach for the child development classes at our school. We believe our students will benefit greatly due to the addition of the literacy coach.

Even though we saw several changes this year, we continued the Johnston Elementary School tradition by focusing on student achievement. We continued with our daily math and reading academy. During this 30-minute period of the day we focus on specific math and reading skills.

We were fortunate to have a math coach on staff who has received several hours of training through the Mathematics and Science Coaching Institute. We also have a teacher on staff who is a certified Thinking Maps Trainer. During the school year, these two teachers provided the staff at Johnston Elementary with extensive and meaningful staff development.

We were proud with the effort of many of our students in the classroom during the school year. A 5th grade student from Johnston Elementary represented the school district in the State Superintendent's Writing Award Program.

We are also excited about the new math curriculum that is being implemented in our school. We have received some training on the new curriculum, and the school district is also providing more training during the summer to help support us with the new math curriculum.

Johnston Elementary could not be successful without the help of our parents. We thank our parents for their support! We are in the process of starting a PTO, and we are looking forward to the positive effect that it will have on our school.

We are already planning for the 2009-2010 school year, and we are expecting great things to happen at Johnston Elementary School.

F. Bruce Lee
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	53	52
Percent satisfied with learning environment	92.3%	83.0%	92.2%
Percent satisfied with social and physical environment	100.0%	90.6%	86.5%
Percent satisfied with school-home relations	80.8%	92.5%	88.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

NI

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	1.6%	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	96.8%	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	176	100	26.9	53.9	19.2	86.8	85.4	82.8	Yes	Yes
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Gender

Male	92	100	31.4	48.8	19.8	81.4	82	79.3	N/A	N/A
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Female	84	100	22.2	59.3	18.5	92.6	89.2	86.5	N/A	N/A
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Racial/Ethnic Group

White	58	100	20.8	52.8	26.4	92.5	90.7	89.5	Yes	Yes
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African American	110	100	32.1	55.7	12.3	83	78.9	73.7	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
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Disability Status

Disabled	26	100	57.7	30.8	11.5	57.7	53.4	52	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	83.3	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	144	100	30.1	55.9	14	84.6	79.4	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	176	100	44.3	44.3	11.4	65.9	79.8	78.9	Yes	Yes
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Gender

Male	92	100	37.2	52.3	10.5	73.3	78.4	77	N/A	N/A
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Female	84	100	51.9	35.8	12.3	58	81.3	80.9	N/A	N/A
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Racial/Ethnic Group

White	58	100	28.3	52.8	18.9	79.2	87.8	87.2	Yes	Yes
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African American	110	100	53.8	40.6	5.7	56.6	70.2	66.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
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Disability Status

Disabled	26	100	84.6	11.5	3.8	26.9	45.9	45.5	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	144	100	49.3	41.9	8.8	61.8	72.5	70.2	Yes	Yes
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* 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

	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	116	100	52.3	38.5	9.2	47.7	65.8	67.5
Gender								
Male	58	100	46.3	44.4	9.3	53.7	65.3	67
Female	58	100	58.2	32.7	9.1	41.8	66.4	68
Racial/Ethnic Group								
White	38	100	33.3	51.5	15.2	66.7	76.7	79.5
African American	73	100	63.4	29.6	7	36.6	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	75	20	5	25	32.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	95	100	60.2	35.2	4.5	39.8	54.4	55.1
Social Studies								
All Students	115	100	34.5	48.2	17.3	65.5	69.4	72.3
Gender								
Male	65	100	32.8	44.3	23	67.2	71.1	71.5
Female	50	100	36.7	53.1	10.2	63.3	67.5	73.2
Racial/Ethnic Group								
White	41	100	23.7	39.5	36.8	76.3	77.7	80.7
African American	69	100	43.3	52.2	4.5	56.7	60.1	60
Asian/Pacific Islander	2	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	58.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	14	100	50	42.9	7.1	50	40.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	38.9	67.9
Socio-Economic Status								
Subsided meals	93	100	41.6	49.4	9	58.4	60.1	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	179	99.4	35.9	47.3	16.8	64.1	73.7	70.2	96.8	96.3
Gender										
Male	94	98.9	39.5	48.8	11.6	60.5	66.8	63.2	96.7	96.1
Female	85	100	32.1	45.7	22.2	67.9	81.4	77.5	96.9	96.5
Racial/Ethnic Group										
White	59	100	30.2	49.1	20.8	69.8	80.9	79.1	96.2	96
African American	112	100	39.3	46.7	14	60.7	65.1	57.6	97.1	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.9	96.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.2	62.6	97.9	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	88.1
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	24	30.5	26.1	96.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.9	61.2	98	97.6
Socio-Economic Status										
Subsided meals	151	99.3	41.4	46.4	12.1	58.6	65.3	58.9	96.8	96

Abbreviations for Missing Data

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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	70	100	25	51.5	23.5	75
	4	55	100	40.4	42.3	17.3	59.6
	5	51	100	14.9	70.2	14.9	85.1
	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	70	100	55.9	25	19.1	44.1
	4	55	100	34.6	59.6	5.8	65.4
	5	51	100	38.3	55.3	6.4	61.7
	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
Science							
2009	3	35	100	47.1	32.4	20.6	52.9
	4	55	100	51.9	42.3	5.8	48.1
	5	26	100	N/AV	N/AV	N/AV	39.1
	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	35	100	55.9	29.4	14.7	44.1
	4	55	100	26.9	53.8	19.2	73.1
	5	25	100	20.8	62.5	16.7	79.2
	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	72	100	44.1	36.8	19.1	55.9
	4	56	98.2	26.9	59.6	13.5	73.1
	5	51	100	34	48.9	17	66
	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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