

JOHNSTON ELEMENTARY

514 Lee Street
Johnston, SC 29832

Grades	PK-5 Elementary School	
Enrollment	369 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Average
2006	Average	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

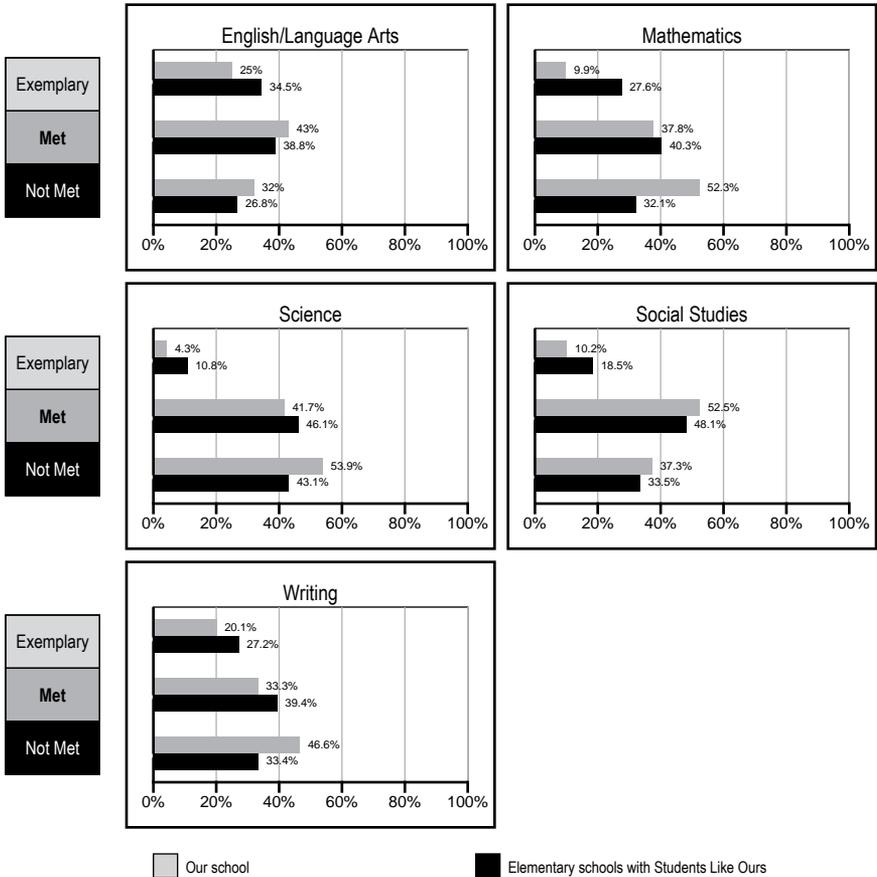
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	94	14	1

* Ratings are calculated with data available by 03/09/2011.

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=369)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Up from 4.2%	1.6%	1.2%
Attendance rate	96.5%	Down from 96.8%	95.7%	96.1%
Eligible for gifted and talented	5.4%	No Change	9.8%	11.7%
With disabilities other than speech	7.7%	Up from 6.5%	9.1%	8.0%
Older than usual for grade	0.0%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Down from 57.7%	58.5%	60.5%
Continuing contract teachers	91.3%	Down from 92.3%	84.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 90.6%	86.5%	87.0%
Teacher attendance rate	95.1%	Down from 96.3%	95.0%	95.4%
Average teacher salary*	\$44,437	Down 0.5%	\$46,597	\$47,288
Professional development days/teacher	22.4 days	Down from 25.9 days	11.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.8%	Down from 92.1%	90.0%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,367	Down 1.2%	\$7,518	\$7,548
Percent of expenditures for instruction**	66.2%	Down from 67.3%	67.7%	68.7%
Percent of expenditures for teacher salaries**	65.0%	Up from 61.6%	64.6%	65.1%

* 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

Johnston Elementary started the 2009-2010 school with a positive outlook while focusing on data. After analyzing test scores, we needed to improve in several areas. Our reading and math academy set the tone for the entire school year. During academy, time teachers are working directly with students in specific groups based on the needs of each student. During grade level meetings teachers are encouraged to discuss data and plan weekly lessons together. Teachers are scheduled to meet weekly to discuss data and to share things that are going well in their classrooms.

During the school year, there were many volunteers in the building. The volunteers range from foster grandparents, teacher cadets, AmeriCorps students, and local volunteers in the community. All of these individuals had a positive influence on the students at Johnston Elementary. Our PTO and SIC are working extremely hard within the school and the community to help make a positive impact in our school.

Our math coach worked with teachers during the school year with our new math curriculum. She modeled lessons, planned with teachers, and provided advice to teachers on a daily basis. She was also responsible for looking at MAP data and creating our math academy groups.

Each year, the parents and students at Johnston Elementary School look forward to Girls Night Out and Boys Night Out. These two events allow our parents and students to enjoy one another on the campus of Johnston Elementary without worrying about academics. It is a night of fun; it is very relaxing; and there are smiles all around. The teachers work in shifts to make these two events very special, and donations from the community make these two events special as well.

For the second year in a row, a fifth grade student at Johnston Elementary represented the Edgefield County School District at the Superintendent Writing Award Ceremony in Columbia. Our teachers and students take pride in writing, and all the teachers work hard to make sure our students are good writers.

Several teachers were recipients of grants during the school year, and we encourage them to write grants due to all the budget cuts we are currently dealing with.

Our performance on our 2008-2009 report card improved drastically. We look forward to the 2010-2011 school year as we strive to prepare our students to make a positive impact in the community.

Bruce Lee, Principal
Debra Aston, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	53	22
Percent satisfied with learning environment	100.0%	84.9%	72.7%
Percent satisfied with social and physical environment	100.0%	96.2%	81.8%
Percent satisfied with school-home relations	90.0%	92.5%	90.9%

* 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

CSI

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	6.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	180	100	32	43	25	86.6	83.9	83.5	Yes	Yes
Gender										
Male	88	100	35.3	41.2	23.5	84.7	80.7	80.1	N/A	N/A
Female	92	100	28.7	44.8	26.4	88.5	87.4	87	N/A	N/A
Racial/Ethnic Group										
White	56	100	23.6	25.5	50.9	96.4	90.3	89.6	Yes	Yes
African American	117	100	38.2	50	11.8	80.9	76.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	N/A	N/A	N/A	63.6	49.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	35.9	47.2	16.9	83.8	77.6	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	180	100	52.3	37.8	9.9	64.5	76.3	80.4	Yes	Yes
Gender										
Male	88	100	43.5	45.9	10.6	69.4	74.3	78.4	N/A	N/A
Female	92	100	60.9	29.9	9.2	59.8	78.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	56	100	32.7	43.6	23.6	81.8	85.4	87.8	Yes	Yes
African American	117	100	64.5	33.6	1.8	53.6	65.8	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	N/A	N/A	N/A	30.3	39.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	58.5	37.3	4.2	59.2	68.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	121	100	53.9	41.7	4.3	46.1	61.3	67.3
Gender								
Male	56	100	46.3	50	3.7	53.7	62.4	66.9
Female	65	100	60.7	34.4	4.9	39.3	60	67.7
Racial/Ethnic Group								
White	36	100	31.4	57.1	11.4	68.6	72.4	79.6
African American	79	100	N/A	N/A	N/A	32.4	47.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	9.1	25.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55	58.6
Socio-Economic Status								
Subsidized meals	99	100	60.6	37.2	2.1	39.4	50.6	55.4
Social Studies								
All Students	122	100	37.3	52.5	10.2	62.7	64.4	70.9
Gender								
Male	61	100	36.7	50	13.3	63.3	64.2	70.1
Female	61	100	37.9	55.2	6.9	62.1	64.7	71.7
Racial/Ethnic Group								
White	38	100	18.9	51.4	29.7	81.1	74.3	79.2
African American	79	100	47.4	51.3	1.3	52.6	52.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/A	N/A	N/A	25	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	103	100	44	51	5	56	54	60.8

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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	181	100	46.6	33.3	20.1	53.4	70.6	72.1	96.5	95.9
Gender										
Male	89	100	48.3	35.6	16.1	51.7	63.3	65.2	96.4	95.7
Female	92	100	44.8	31	24.1	55.2	78.5	79.2	96.6	96
Racial/Ethnic Group										
White	58	100	36.8	29.8	33.3	63.2	79	80.8	96.1	95.5
African American	116	100	52.7	36.4	10.9	47.3	60.9	59.7	96.6	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.4	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	57.8	64.6	97.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	90.8
Disability Status										
Disabled	31	100	82.8	13.8	3.4	17.2	23.2	27.7	96.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.2	63.7	97.2	97.4
Socio-Economic Status										
Subsidized meals	150	100	52.8	33.3	13.9	47.2	60.2	61.9	96.5	95.5

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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
2010	3	65	100	39.7	36.5	23.8	60.3
	4	63	100	27.9	45.9	26.2	72.1
	5	52	100	27.1	47.9	25	72.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	65	100	68.3	23.8	7.9	31.7
	4	63	100	42.6	44.3	13.1	57.4
	5	52	100	43.8	47.9	8.3	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	32	100	77.4	16.1	6.5	22.6
	4	63	100	49.2	47.5	3.3	50.8
	5	26	100	34.8	60.9	4.3	65.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	33	100	53.1	37.5	9.4	46.9
	4	63	100	29.5	57.4	13.1	70.5
	5	26	100	36	60	4	64
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	64	100	55.6	23.8	20.6	44.4
	4	64	100	51.6	29	19.4	48.4
	5	53	100	28.6	51	20.4	71.4
	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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