



C A JOHNSON PREPARATORY ACADEMY

2219 Barhamville Rd.

Columbia, South Carolina

Grades	9-12 High School	
Enrollment	426 Students	
Principal	Nathan White	803-253-7092
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	5	12

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	60.3%	48.7%	60.7%	63.4%	56.6%	57.4%
Passed 1 subtest (%)	20.7%	20.2%	18.7%	16.2%	20.9%	19.3%
Passed no subtests (%)	19.0%	31.1%	20.6%	21.1%	26.0%	26.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	83.3%	80.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	137	127	97	105
Number of Graduates in Cohort	69	62	61	66
Rate	50.4%	48.8%	54.8%	57.0%

*Used to calculate current AYP.

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	56.3%	52.0%
English 1	54.5%	47.2%
Physical Science	47.1%	33.1%
US History and the Constitution	18.6%	23.9%
All Tests	43.3%	37.9%

* 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
Students (n=426)				
Retention rate	15.4%	Down from 16.9%	5.6%	3.7%
Attendance rate	92.5%	Down from 93.0%	94.8%	95.4%
Eligible for gifted and talented	4.6%	Down from 5.0%	2.4%	12.4%
With disabilities other than speech	17.4%	Up from 16.7%	15.1%	12.8%
Older than usual for grade	23.9%	Up from 21.7%	14.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.7%	2.1%	1.1%
Enrolled in AP/IB programs	10.1%	Down from 18.0%	5.7%	13.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.4%
Eligible for LIFE Scholarship	19.4%	Down from 28.1%	24.7%	30.4%
Annual dropout rate	11.8%	No Change	2.4%	3.1%
Career/technology students in co-curricular organizations	2.2%	Down from 4.2%	3.0%	2.2%
Enrollment in career/technology courses	239	Down from 240	185	424
Students participating in work-based experiences	1.9%	Up from 0.9%	4.7%	11.7%
Career/technology students attaining technical skills	77.8%	Up from 72.9%	76.8%	78.7%
Career/technology completers placed	96.2%	Up from 94.1%	96.3%	98.5%
Teachers (n=37)				
Teachers with advanced degrees	70.3%	Down from 74.4%	56.9%	60.4%
Continuing contract teachers	75.7%	Up from 67.4%	58.5%	76.6%
Teachers with emergency or provisional certificates	6.1%	Down from 11.1%	19.6%	6.5%
Teachers returning from previous year	72.5%	Down from 74.0%	78.0%	86.8%
Teacher attendance rate	95.5%	Up from 93.0%	95.5%	95.8%
Average teacher salary*	\$50,153	Up 2.2%	\$43,712	\$47,390
Professional development days/teacher	19.8 days	Down from 21.8 days	10.5 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 19.2 to 1	19.7 to 1	25.8 to 1
Prime instructional time	86.2%	Up from 84.2%	89.1%	90.1%
Dollars spent per pupil**	\$15,367	Up 10.1%	\$10,887	\$7,974
Percent of expenditures for teacher salaries**	57.9%	Up from 53.9%	52.1%	55.4%
Percent of expenditures for instruction**	67.0%	Up from 64.6%	59.0%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 51.3%	97.3%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	Good	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	84	83.3%	383	43.3%	127	48.8%	No
Gender							
Male	44	77.3%	202	45.0%	73	35.6%	N/A
Female	40	90.0%	181	41.4%	54	66.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	82	82.9%	369	43.4%	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	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	11	81.8%	44	20.5%	16	43.8%	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	72	80.6%	330	44.5%	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

C.A. Johnson continues to provide unsurpassed levels of support and quality educational experiences for its students, as evidenced by our 2010 graduating class earning nearly \$1,000,000 in scholarships. In addition, students are benefiting from our high tech programs in engineering, aviation, media technology, and hair design. Further, we have established new academies in aviation and medical services that include a four-year program of study, opportunities for students to earn college credit, licenses/ certifications, work in these industries prior to graduation, the opportunity to design, build and fly aircraft, and participate in multiple hands-on projects and off-site learning/work experiences. Additionally, we were recognized as one of 19 schools in the state, earning exemplar status in Positive Behavior Interventions and Support Systems, and we received state awards for improvement in SAT and ACT scores. Also, 100% of our staff was designated as highly qualified and 100% achieved technology proficiency status.

We have intensified our focus on literacy with the provision of additional training and resources, resulting from the district literacy initiative which has enabled us to implement a language development program and provide a school-based literacy coach for our teachers. We are also implementing a math development program. Also significant, parent and community involvement is at an all-time high, with record numbers of PTSA members, SIC members, mentors, and parent/community volunteers and partnerships.

We have experienced some fluctuations in report card data over the past 5 years, yet we are encouraged by the fact that student groups who enter with about 30 percent meeting standard show almost 88 percent at standard four years later. Our MAP data shows one of the highest levels of growth among district high schools. Also, we have reduced suspensions, expulsions, and grade retentions significantly, and likely no school of our size in the state can match the diversity and depth of curriculum and educational opportunities and support. Our efforts continue, in focusing on working with our feeder programs to provide earlier intervention and support to our students, as well as ensuring that our programs are relevant and challenging. To this end, we provide summer remediation and enrichment academies and specialized academic acceleration programs during the school year. We also operate extended school day programs during the year and extended school year programs during the summer for tutoring, enrichment, and academic course recovery. Our advisory groups have focused on impacting student accountability for their own performance data and academic progress. We provide multiple opportunities for mastery through re-teaching and students resubmitting/retaking assignments and assessments. In addition, we have implemented a structured process for pre- and post-testing in every course and tracking individual student academic progress. Our student support services team also meets weekly to develop and monitor non-academic assistance that must be provided to students to remove barriers to learning. Further, College Summit and Jobs for America's Graduates programs provide additional opportunities for our students to be college and work force ready.

June 11-14 2010, the Green Hornets will celebrate 60 years of successful graduates during our "Sixty Strong" reunion for all CAJ alumni: We are the mighty green hornets. We control our destiny. By design we pursue excellence. Individually we are strong. Collectively we are unstoppable. The world will feel the sting!

Kathie Greer, Principal

Dr. Debra Belton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	80	52
Percent satisfied with learning environment	76.6%	76.3%	98.1%
Percent satisfied with social and physical environment	78.7%	72.2%	90.2%
Percent satisfied with school-home relations	59.1%	84.6%	96.0%

* 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
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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
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No

Abbreviations for Missing Data

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	108	99.1	25.7	39.6	23.8	10.9	40.6	58.5	65.9	No	Yes
Male	50	98	34	40.4	14.9	10.6	27.7	53.7	60.8	N/A	N/A
Female	58	100	18.5	38.9	31.5	11.1	51.9	62.9	71	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	101	99	26.6	39.4	23.4	10.6	40.4	51.6	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	16	100	73.3	26.7	0	0	0	12.4	21.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	63.2	47.3	I/S	I/S
Subsidized meals	92	100	24.1	42.5	23	10.3	40.2	47.4	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	108	99.1	30.7	43.6	18.8	6.9	40.6	52.1	62.3	No	Yes
Male	50	98	46.8	27.7	19.1	6.4	34	51.5	61.7	N/A	N/A
Female	58	100	16.7	57.4	18.5	7.4	46.3	52.7	63	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	101	99	30.9	44.7	19.1	5.3	40.4	45.3	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	16	100	86.7	13.3	0	0	6.7	15.4	22.1	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	3	I/S	I/S	I/S	I/S	I/S	I/S	50	52.6	I/S	I/S
Subsidized meals	92	100	31	44.8	16.1	8	39.1	40.9	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	109	93.6	63.7	14.7	11.8	9.8	21.6	N/A	N/A	N/A	N/A
Male	50	90.0	62.2	17.8	8.9	11.1	20.0	N/A	N/A	N/A	N/A
Female	59	96.6	64.9	12.3	14.0	8.8	22.8	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	102	94.1	65.6	13.5	11.5	9.4	20.8	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	6	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	16	68.8	90.9	9.1	0.0	0.0	0.0	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	93	93.5	64.4	12.6	13.8	9.2	23.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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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	2009	118	99.2	32.3	51	12.5	4.2	25	56.4	61.8
	2010	108	99.1	25.7	39.6	23.8	10.9	40.6	58.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	118	100	42.7	34.4	18.8	4.2	31.3	52.3	62.7
	2010	108	99.1	30.7	43.6	18.8	6.9	40.6	52.1	62.3

* Adjusted to account for natural variation in performance.