



## St John's High

1518 Main Road  
Johns Island, SC 29455

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	334 Students	
<b>Principal</b>	Adrian D. Busch	843-559-6400
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Below Average*</b>
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Excellent

\* The School's 2009 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
4	4	8	7	11

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	71.2	59.5	52.6	67.7	69.3	62.4
Passed 1 subtest (%)	9.6	19.0	19.6	17.7	16.5	18.3
Passed no subtests (%)	19.2	21.4	27.8	14.6	14.2	19.3

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	86.9%	89.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	84	146
Number of Diplomas	53	102
Rate	63.1%	67.7%

**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	46.2	59.6
English 1	51.1	48.6
Physical Science	27.1	34.5
US History and the Constitution	13.9	19.4
All Tests	35.8	39.5

\* 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=334)</b>				
Retention rate	14.8%	Up from 12.3%	7.6%	4.8%
Attendance rate	94.3%	Down from 94.6%	94.7%	95.5%
Eligible for gifted and talented	7.0%	Up from 0.0%	5.5%	9.2%
With disabilities other than speech	16.3%	Down from 17.5%	13.5%	12.6%
Older than usual for grade	19.2%	Up from 18.5%	12.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	13.5%	Down from 17.1%	1.3%	1.2%
Enrolled in AP/IB programs	19.5%	Down from 31.9%	5.7%	13.2%
Successful on AP/IB exams	N/A	N/A	26.7%	55.6%
Eligible for LIFE Scholarship	13.0%	Down from 31.3%	28.6%	29.8%
Annual dropout rate	1.1%	Down from 1.2%	3.4%	3.5%
Career/technology students in co-curricular organizations	9.0%	Up from 5.8%	3.3%	3.0%
Enrollment in career/technology courses	171	Down from 228	342	523
Students participating in work-based experiences	37.9%	Up from 0.0%	11.6%	12.9%
Career/technology students attaining technical skills	51.7%	Down from 61.4%	78.4%	79.3%
Career/technology completers placed	100.0%	No Change	99.6%	98.8%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	66.7%	Down from 68.4%	52.7%	58.6%
Continuing contract teachers	72.2%	Up from 63.2%	63.6%	71.6%
Teachers with emergency or provisional certificates	14.7%	Down from 20.6%	15.2%	8.1%
Teachers returning from previous year	64.6%	Down from 70.7%	77.4%	85.0%
Teacher attendance rate	95.8%	Down from 98.9%	95.4%	95.5%
Average teacher salary*	\$47,570	Up 3.0%	\$46,291	\$47,761
Professional development days/teacher	6.4 days	Up from 4.1 days	10.9 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	No Change	2.3	3.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 22.2 to 1	21.7 to 1	26.1 to 1
Prime instructional time	88.9%	Down from 93.5%	89.0%	89.8%
Dollars spent per pupil**	\$12,964	Up 3.1%	\$9,484	\$7,883
Percent of expenditures for teacher salaries**	47.7%	Down from 52.0%	53.1%	54.1%
Percent of expenditures for instruction**	53.7%	Down from 57.6%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	74.6%	Up from 31.1%	91.6%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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

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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	61	86.9%	360	35.8%	84	63.1%	No
<b>Gender</b>							
Male	30	80.0%	172	36.6%	44	52.3%	N/A
Female	31	93.5%	188	35.1%	40	75.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	23	47.8%	N/A	N/A	N/A
African American	55	87.3%	310	33.9%	72	70.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	27	48.1%	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	N/A	N/A	19	15.8%	14	14.3%	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	27	48.1%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	44	86.4%	278	39.6%	55	70.9%	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**

St. John's High School, the only public high school on Johns Island, is showing in numerous ways how the district's theme, "The Victory is in the Classroom," is a part of daily life in our school. Continuing our emphasis on improving the quality of instruction and strengthening relationships between adults in our school and our students, our Islander family celebrated receiving the Palmetto Gold Award for increased achievement and the Palmetto Silver Award for closing the achievement gap. Our students benefitted from our comprehensive curriculum which includes college preparatory, honors, Advanced Placement, and quality Career and Technology Education (CTE) courses, as well as a variety of elective classes. Students were able to take courses not only through the typical format, but through virtual and on-line formats. Apex Learning labs were utilized to provide opportunities for students to recover lost credits, for remediation, and for acceleration.

As we watched the graduation rate and test scores improve in our school, we were very cognizant of the fact that the reason for the increases were directly related to the efforts of our students and staff and to the support of many parents and the community at large. Not only was our school recognized as a whole for improving, our students continued to excel and many were recognized individually for academic, athletic, and artistic excellence. Our Wall of Achievement, lunches at a local restaurant to recognize academic excellence, and award celebrations are only a few of the many ways our students are recognized and rewarded for their efforts.

We continue to acknowledge that, while we as a faculty and staff are all working diligently at St. John's to ensure every child reaches his potential and has a quality education, we need and welcome the help of parents and community. Many efforts, including but not limited to the annual Islander Family Night and a parenting forum held in collaboration with the St. John's Ministerial Alliance, foster stronger relationships between the community and the school—relationships that we value and see as essential in the education of our students.

As we continue to strive for excellence at St. John's we encourage you, our Islander community, to continue to be involved in our school through our parent, community and business partnerships; our School Improvement Council; booster clubs; advisory boards; and Parent Teacher Student Association. Please visit our school to see the great things that occur daily and to become involved in ensuring the success of our students and our community at large.

Adrian Busch, Principal  
 Linda R. Pinckney, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	32	0	0
Percent satisfied with learning environment	59.4%	N/R	N/R
Percent satisfied with social and physical environment	77.4%	N/R	N/R
Percent satisfied with school-home relations	40.6%	N/R	N/R

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

Abbreviations for Missing Data

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**School Adequate Yearly Progress**

NO

This school met 7 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**

NI

**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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	13.6%	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
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	99	99	30.3	49.4	16.9	3.4	29.2	64.1	61.8	No	Yes
Male	48	97.9	35.7	47.6	11.9	4.8	23.8	60.7	57.4	N/A	N/A
Female	51	100	25.5	51.1	21.3	2.1	34	67	66.1	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	88	100	30	50	16.3	3.8	30	44.5	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.5	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	21	95.2	62.5	25	6.3	6.3	12.5	23.9	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	5	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	78	98.7	30	51.4	14.3	4.3	28.6	42	45.6	No	Yes

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

All Students	99	98	40.4	36	15.7	7.9	31.5	62.9	62.7	No	Yes
Male	48	95.8	42.9	35.7	14.3	7.1	28.6	63.2	61.8	N/A	N/A
Female	51	100	38.3	36.2	17	8.5	34	62.5	63.6	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	88	98.9	38.8	36.3	16.3	8.8	32.5	40.7	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	63.1	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	21	90.5	68.8	18.8	12.5	0	18.8	26.9	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	78	97.4	37.1	41.4	15.7	5.7	31.4	40.5	47.9	No	Yes

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

All Students	98	84.7	78.6	6.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	47	78.7	70.2	8.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	51	90.2	86.3	3.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	87	85.1	79.3	5.7	N/A	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	5	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	20	35.0	30.0	5.0	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	77	85.7	79.2	6.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A

\* 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

**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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	85	100	28.6	35.1	27.3	9.1	53.2	70.7	69.7
	2009	99	99	30.3	49.4	16.9	3.4	29.2	64.1	61.8

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

All Students	2008	85	100	33.8	35.1	22.1	9.1	41.6	66.9	67.2
	2009	99	98	40.4	36	15.7	7.9	31.5	62.9	62.7

\* Adjusted to account for natural variation in performance.