



## ST JOHN'S HIGH

1518 Main Road  
Johns Island, SC 29455

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	322 Students	
<b>Principal</b>	TBA	843-559-6400
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>Below Average</b>
2009	At-Risk	Below Average
2008	Below Average	Excellent
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

## 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
1	5	16	3	6

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	59.5%	52.6%	69.2%	69.3%	62.4%	68.9%
Passed 1 subtest (%)	19.0%	19.6%	12.8%	16.5%	18.3%	16.6%
Passed no subtests (%)	21.4%	27.8%	17.9%	14.2%	19.3%	15.0%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	77.8%	85.7%

## 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	84	107	146	205
Number of Graduates in Cohort	53	50	102	139
Rate	63.1%	46.7%	67.7%	69.2%

\*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	68.4%	63.3%
English 1	64.9%	58.3%
Physical Science	59.4%	43.2%
US History and the Constitution	26.3%	28.7%
All Tests	52.8%	47.9%

\* 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
<b>Students (n=322)</b>				
Retention rate	12.5%	Down from 14.8%	4.5%	3.7%
Attendance rate	93.3%	Down from 94.3%	94.1%	95.4%
Eligible for gifted and talented	5.6%	Down from 7.0%	7.0%	12.4%
With disabilities other than speech	10.5%	Down from 16.3%	14.1%	12.8%
Older than usual for grade	27.3%	Up from 19.2%	12.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.2%	Down from 13.5%	0.7%	1.1%
Enrolled in AP/IB programs	13.2%	Down from 19.5%	7.6%	13.1%
Successful on AP/IB exams	N/A	N/A	24.9%	50.4%
Eligible for LIFE Scholarship	18.8%	Up from 13.0%	27.4%	30.4%
Annual dropout rate	0.6%	Down from 1.1%	2.8%	3.1%
Career/technology students in co-curricular organizations	2.1%	Down from 9.0%	5.0%	2.2%
Enrollment in career/technology courses	191	Up from 171	359	424
Students participating in work-based experiences	0.0%	Down from 37.9%	9.5%	11.7%
Career/technology students attaining technical skills	48.2%	Down from 51.7%	72.2%	78.7%
Career/technology completers placed	100.0%	No Change	99.1%	98.5%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	66.7%	No Change	57.4%	60.4%
Continuing contract teachers	72.7%	Up from 72.2%	69.7%	76.6%
Teachers with emergency or provisional certificates	22.6%	Up from 14.7%	11.9%	6.5%
Teachers returning from previous year	74.0%	Up from 64.6%	83.7%	86.8%
Teacher attendance rate	99.9%	Up from 95.8%	96.2%	95.8%
Average teacher salary*	\$46,841	Down 1.5%	\$46,099	\$47,390
Professional development days/teacher	6.0 days	Down from 6.4 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 16.6 to 1	22.7 to 1	25.8 to 1
Prime instructional time	93.2%	Up from 88.9%	88.5%	90.1%
Dollars spent per pupil**	\$13,090	Up 1.0%	\$8,879	\$7,974
Percent of expenditures for teacher salaries**	53.0%	Up from 47.7%	53.7%	55.4%
Percent of expenditures for instruction**	58.0%	Up from 53.7%	59.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Up from 74.6%	96.0%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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	72	77.8%	254	52.8%	107	46.7%	No
<b>Gender</b>							
Male	38	73.7%	140	51.4%	59	39.0%	N/A
Female	34	82.4%	114	54.4%	48	56.3%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	35	57.1%	13	7.7%	N/A
African American	60	78.3%	193	52.8%	83	54.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	26	46.2%	11	36.4%	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	22	36.4%	N/A	N/A	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	23	43.5%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	46	78.3%	177	53.7%	70	47.1%	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, we have made great strides in bridging the gap between the home and school and have progressed towards being a "Community School" in its truest form. 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 also through virtual and online formats. Apex Learning labs were utilized to provide opportunities for students to recover lost credits, for remediation, and for acceleration.

With significant emphasis on improving the quality of instruction and fostering stability in leadership positions, we are proud of our progress and the accomplishments of our students and staff over the past two years. Among these accomplishments is an increase of approximately 66 percent in the amount of scholarships offered to students, as well as an increase in our graduation rate from 55% in 2006-2007 to 63% in 2008-2009. Although we continue to face academic challenges, we remain cognizant of the fact that our successes are directly related to the efforts of our students and staff and to the support of many parents and the community at large, and we will continue to exhibit resilience in our quest for excellence. During the 2008-2009 school year, our students continued to excel and many were recognized individually for academic, athletic, and artistic excellence.

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, our Academic Achievement ceremony, and our annual Miss St. John's Pageant, 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  
Monica Smith, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	45	23
Percent satisfied with learning environment	57.1%	75.0%	69.6%
Percent satisfied with social and physical environment	66.7%	77.3%	72.7%
Percent satisfied with school-home relations	52.4%	90.2%	69.6%

\* 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

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

CSI

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.5%	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	85	94.1	25	43.1	27.8	4.2	51.4	69.8	65.9	No	Yes
Male	42	92.9	28.9	42.1	26.3	2.6	44.7	67.3	60.8	N/A	N/A
Female	43	95.3	20.6	44.1	29.4	5.9	58.8	72.3	71	N/A	N/A
White	11	100	33.3	22.2	33.3	11.1	44.4	91.6	77.5	I/S	I/S
African American	62	96.8	24.6	43.9	28.1	3.5	52.6	48.4	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	12	75	16.7	66.7	16.7	0	50	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.9	I/S	I/S						
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	28.3	21.3	I/S	I/S
Migrant	1	I/S	N/A	N/A							
Limited English Proficient	11	81.8	16.7	66.7	16.7	0	50	54.7	47.3	I/S	I/S
Subsidized meals	65	98.5	27.6	41.4	25.9	5.2	53.4	50.2	51.5	No	Yes

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

All Students	84	94	27.8	44.4	26.4	1.4	41.7	64.2	62.3	No	Yes
Male	42	92.9	23.7	52.6	23.7	0	44.7	66.5	61.7	N/A	N/A
Female	42	95.2	32.4	35.3	29.4	2.9	38.2	62	63	N/A	N/A
White	11	100	33.3	44.4	22.2	0	33.3	86.8	75	I/S	I/S
African American	62	96.8	26.3	45.6	26.3	1.8	42.1	41.8	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	11	72.7	33.3	33.3	33.3	0	50	58.9	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	7	I/S	I/S	I/S	I/S	I/S	I/S	25.7	22.1	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	64	98.4	27.6	37.9	32.8	1.7	50	43.1	48.1	No	Yes

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

All Students	85	82.4	87.1	12.9	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Male	41	85.4	91.4	8.6	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Female	44	79.5	82.9	17.1	0.0	0.0	0.0	N/A	N/A	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	63	88.9	85.7	14.3	0.0	0.0	0.0	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	12	58.3	85.7	14.3	0.0	0.0	0.0	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	11	63.6	85.7	14.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Subsidized meals	65	87.7	87.7	12.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable 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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	99	99	30.3	49.4	16.9	3.4	29.2	64.1	61.8
	2010	85	94.1	25	43.1	27.8	4.2	51.4	69.8	65.9

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

All Students	2009	99	98	40.4	36	15.7	7.9	31.5	62.9	62.7
	2010	84	94	27.8	44.4	26.4	1.4	41.7	64.2	62.3

\* Adjusted to account for natural variation in performance.

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