

ST. JAMES HIGH

10800 Highway 707
Murrells Inlet, SC 29576

Grades	9-12 High School	
Enrollment	1,375 Students	
Principal	Van Pennell	843-650-5600
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Good	Good
2009	Average	At-Risk
2008	Good	Average
2007	Good	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
16	7	7	0	0

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	86.0%	82.5%	88.2%	77.7%	80.7%	83.3%
Passed 1 subtest (%)	10.2%	10.2%	8.7%	12.3%	10.9%	10.0%
Passed no subtests (%)	3.8%	7.4%	3.1%	10.0%	8.7%	7.3%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	96.0%	93.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	343	374	378	367
Number of Graduates in Cohort	256	292	276	278
Rate	74.6%	78.1%	72.2%	71.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	344	N/A	407
Number of Graduates in Cohort	N/A	265	N/A	308
Rate	N/A	77.0%	N/A	76.7%

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	86.2%	79.2%
English 1	72.4%	71.4%
Biology 1/Applied Biology 2	82.7%	73.2%
Physical Science	65.6%	62.5%
US History and the Constitution	65.9%	51.4%
All Tests	73.4%	66.4%

* 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=1,375)				
Retention rate	4.1%	Up from 2.0%	3.5%	3.4%
Attendance rate	94.7%	Down from 95.4%	94.7%	95.0%
Served by gifted and talented program	34.7%	Up from 29.9%	17.3%	12.4%
With disabilities other than speech	8.3%	Down from 13.3%	9.8%	9.9%
Older than usual for grade	4.2%	Down from 4.8%	5.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.4%	1.3%	0.9%
Enrolled in AP/IB programs	9.6%	Down from 27.2%	17.3%	13.0%
Successful on AP/IB exams	67.0%	Up from 63.8%	51.0%	51.7%
Eligible for LIFE Scholarship	65.0%	Up from 28.8%	35.4%	30.1%
Annual dropout rate	3.4%	Down from 4.8%	2.9%	2.5%
Career/technology students in co-curricular organizations	5.7%	Up from 3.0%	1.9%	2.9%
Enrollment in career/technology courses	751	Up from 748	705	419
Students participating in work-based experiences	1.1%	Up from 0.7%	9.8%	7.2%
Career/technology students attaining technical skills	85.8%	Up from 76.0%	82.5%	83.0%
Career/technology completers placed	94.2%	Down from 97.1%	98.0%	98.4%
Teachers (n=73)				
Teachers with advanced degrees	63.0%	Up from 62.3%	63.3%	61.1%
Continuing contract teachers	83.6%	Up from 80.5%	85.2%	80.6%
Teachers returning from previous year	91.9%	Up from 87.0%	88.4%	86.5%
Teacher attendance rate	94.8%	Up from 94.6%	95.7%	95.5%
Average teacher salary*	\$49,873	Down 1.5%	\$47,754	\$46,884
Professional development days/teacher	15.1 days	Up from 13.9 days	11.3 days	10.0 days
School				
Principal's years at school	1.0	Down from 4.0	5.5	4.0
Student-teacher ratio in core subjects	30.1 to 1	Up from 28.9 to 1	29.2 to 1	26.5 to 1
Prime instructional time	87.5%	Down from 88.0%	89.2%	89.3%
Dollars spent per pupil**	\$8,051	Down 0.4%	\$7,066	\$7,804
Percent of expenditures for teacher salaries**	57.0%	Up from 54.3%	60.2%	58.0%
Percent of expenditures for instruction**	61.2%	Up from 59.5%	62.3%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Up from 55.6%	96.6%	97.3%
Character development program	Below Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	302	96.0%	1614	73.4%	343	74.6%	No
Gender							
Male	146	97.9%	804	74.4%	169	69.2%	N/A
Female	156	94.2%	780	72.3%	174	79.9%	N/A
Racial/Ethnic Group							
White	270	97.8%	1357	75.2%	288	75.7%	N/A
African American	17	82.4%	167	58.7%	33	75.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	50	70.0%	14	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	30	80.0%	145	36.6%	41	46.3%	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	35	60.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	102	90.2%	725	64.3%	140	64.3%	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. James High School understands that “rigor is challenging students beyond their comfort zone to become lifelong learners in an environment where: “I can’t” is not accepted; “I will” is expected; and [student] success is celebrated” (from the SJHS Definition of Rigor). It is this understanding and consistency of high expectations that inspires greatness in our students. The SJHS community, faculty, and students strive for success and are committed to excellence in academics, arts, and athletics. In just this year alone, this high school has earned such accolades as being named a 2011 National Outstanding High Schools that Work site, earning a Palmetto Gold award for improvement in end-of-year performance and a Palmetto Silver award for general performance, winning state and regional championships in both baseball and wrestling, and achieving numerous recognitions in HOSA, JROTC and the arts. SJHS is dedicated to preparing students for the world beyond its academic halls, and committing as sharks to move in only one direction—forward.

Van Pennell, Principal
Janice Morreale, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	76	198	91
Percent satisfied with learning environment	94.7%	75.5%	85.7%
Percent satisfied with social and physical environment	97.3%	83.2%	83.0%
Percent satisfied with school-home relations	73.7%	83.2%	80.9%

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

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No Child Left Behind

School Adequate Yearly Progress

Yes

This school met 13 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

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	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	327	99.1	5.0	21.3	31.0	42.7	83.0	73.4	68.0	Yes	Yes
Male	178	99.4	6.6	27.1	30.1	36.1	80.1	69.7	63.1	N/A	N/A
Female	149	98.7	3.0	14.2	32.1	50.7	86.6	77.3	73.1	N/A	N/A
White	275	99.3	4.3	19.9	31.6	44.1	84.4	81.0	79.4	Yes	Yes
African American	32	96.9	11.5	26.9	38.5	23.1	76.9	53.7	51.7	I/S	I/S
Asian/Pacific Islander	11	100.0	9.1	18.2	18.2	54.5	81.8	82.7	83.2	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	55.8	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.3	66.4	I/S	I/S
Disabled	34	100.0	28.1	40.6	25.0	6.3	46.9	33.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.7	45.1	I/S	I/S
Subsidized meals	147	99.3	8.0	26.8	30.4	34.8	76.8	64.5	54.7	Yes	Yes

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

All Students	327	99.1	8.0	23.3	34.3	34.3	76.0	69.9	62.3	Yes	Yes
Male	178	99.4	9.6	21.1	31.9	37.3	75.9	69.4	61.4	N/A	N/A
Female	149	98.7	6.0	26.1	37.3	30.6	76.1	70.3	63.2	N/A	N/A
White	275	99.3	8.6	21.1	36.7	33.6	77.7	77.1	75.3	Yes	Yes
African American	32	96.9	7.7	42.3	26.9	23.1	61.5	47.9	42.9	I/S	I/S
Asian/Pacific Islander	11	100.0	N/A	9.1	18.2	72.7	90.9	84.6	84.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	61.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	78.6	64.1	I/S	I/S
Disabled	34	100.0	34.4	40.6	18.8	6.3	34.4	27.1	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	38.7	47.1	I/S	I/S
Subsidized meals	147	99.3	12.3	26.8	37.7	23.2	68.1	61.3	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	327	97.6	26.6	18.8	17.6	37.0	54.5	N/A	N/A	N/A	N/A
Male	178	97.8	23.6	19.0	17.2	40.2	57.5	N/A	N/A	N/A	N/A
Female	149	97.3	30.3	18.6	17.9	33.1	51.0	N/A	N/A	N/A	N/A
White	275	98.2	24.1	18.5	18.1	39.3	57.4	N/A	N/A	N/A	N/A
African American	32	93.8	46.7	20.0	20.0	13.3	33.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	11	100.0	18.2	27.3	9.1	45.5	54.5	N/A	N/A	N/A	N/A
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	34	85.3	72.4	13.8	6.9	6.9	13.8	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	147	97.3	32.2	17.5	23.1	27.3	50.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

All Students	2010	326	100.0	9.9	28.9	28.6	32.6	72.0	68.2	65.9
	2011	327	99.1	5.0	21.3	31.0	42.7	83.0	73.4	68.0

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

All Students	2010	326	100.0	13.2	28.3	32.6	26.0	70.4	68.1	62.3
	2011	327	99.1	8.0	23.3	34.3	34.3	76.0	69.9	62.3

* Adjusted to account for natural variation in performance.

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