



St. James High

10800 Highway 707

Murrells Inlet, SC 29576

Grades	9-12 High School	
Enrollment	1,361 Students	
Principal	Joe Dowling	843-650-5600
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Good	Average
2007	Good	At-Risk
2006	Good	N/A
2005	N/A	N/A

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
2	8	19	0	0

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	80.2	84.5	86.0	79.9	83.8	77.7
Passed 1 subtest (%)	14.2	7.1	10.2	11.7	9.3	12.3
Passed no subtests (%)	5.6	8.4	3.8	8.4	7.1	10.0

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	95.1%	94.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	340	349
Number of Diplomas	250	259
Rate	73.5%	75.0%

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	79.4	74.2
English 1	79.2	64.5
Physical Science	68.2	57.6
US History and the Constitution	57.3	47.1
All Tests	70.8	59.7

* 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=1,361)				
Retention rate	2.4%	Down from 4.6%	3.8%	4.8%
Attendance rate	94.6%	Up from 93.8%	95.4%	95.5%
Eligible for gifted and talented	29.0%	Down from 29.4%	13.5%	9.2%
With disabilities other than speech	15.4%	Down from 15.8%	12.5%	12.6%
Older than usual for grade	4.5%	Down from 5.9%	7.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	No Change	1.6%	1.2%
Enrolled in AP/IB programs	14.4%	Up from 12.7%	15.9%	13.2%
Successful on AP/IB exams	61.7%	Up from 58.6%	55.6%	55.6%
Eligible for LIFE Scholarship	27.5%	Down from 27.9%	32.8%	29.8%
Annual dropout rate	6.3%	Up from 4.1%	3.6%	3.5%
Career/technology students in co-curricular organizations	3.2%	Up from 1.3%	1.6%	3.0%
Enrollment in career/technology courses	673	Down from 788	745	523
Students participating in work-based experiences	7.2%	Down from 9.1%	13.5%	12.9%
Career/technology students attaining technical skills	85.5%	Up from 84.1%	78.9%	79.3%
Career/technology completers placed	96.7%	Down from 98.0%	100.0%	98.8%
Teachers (n=73)				
Teachers with advanced degrees	64.4%	Up from 62.5%	63.8%	58.6%
Continuing contract teachers	76.7%	Up from 73.6%	77.6%	71.6%
Teachers with emergency or provisional certificates	4.3%	Down from 8.1%	4.3%	8.1%
Teachers returning from previous year	84.4%	Down from 85.2%	87.3%	85.0%
Teacher attendance rate	95.2%	Up from 94.4%	95.7%	95.5%
Average teacher salary*	\$50,956	Up 7.8%	\$48,989	\$47,761
Professional development days/teacher	15.2 days	Up from 11.6 days	10.3 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	6.3	3.0
Student-teacher ratio in core subjects	33.1 to 1	Up from 18.0 to 1	28.0 to 1	26.1 to 1
Prime instructional time	88.4%	Up from 86.5%	90.3%	89.8%
Dollars spent per pupil**	\$8,142	Up 5.9%	\$6,890	\$7,883
Percent of expenditures for teacher salaries**	41.3%	Down from 55.7%	55.2%	54.1%
Percent of expenditures for instruction**	59.2%	Down from 61.0%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	70.6%	Down from 100.0%	95.6%	95.8%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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	268	95.1%	1208	70.8%	340	73.5%	No
Gender							
Male	133	93.2%	544	72.1%	160	68.8%	N/A
Female	135	97.0%	664	69.7%	180	77.8%	N/A
Racial/Ethnic Group							
White	236	95.3%	1002	73.8%	292	73.6%	N/A
African American	24	95.8%	110	50.9%	33	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	30	63.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	52	65.4%	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	50	76.0%	164	50.0%	61	50.8%	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	43	53.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	86	90.7%	537	61.8%	117	56.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

St. James High School faces continued challenges with reaching certain goals concerning on-time graduation rate and standardized test scores. The challenges are based to a certain extent on the transitory nature of the student body and to a resistance by some students to tutoring which may be needed to master skills needed for success. A commitment by parent volunteer groups such as the School Improvement Council and the Parent/Teacher/Student Organization should be of great assistance in recruiting increased involvement by parents and guardians in students taking advantage of opportunities for assistance and commitment to acquiring the skills needed. Opportunities for assistance include the following: individual teacher provision of tutoring both before and after the school day on a regular schedule as well as upon request; school provided tutorial sessions on a regular schedule after school hours; on-line sessions for assistance with SAT/ACT score improvement, both on school provided computers or at the student's discretion; and in-class techniques designed specifically for assistance with standardized tests. St. James is extremely proud of the progress that has been made by our students in the academic field. But we continue to seek to improve the achievements that our students experience. We are especially appreciative of the job that has been done by students, faculty, parents, and the community in helping provide the best learning environment possible for our community. Joe H. Dowling, Principal; Janice Morreale, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	212	50
Percent satisfied with learning environment	78.8%	73.1%	79.2%
Percent satisfied with social and physical environment	91.0%	80.7%	81.3%
Percent satisfied with school-home relations	74.2%	85.3%	79.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 15 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	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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No

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	350	99.7	6.9	24.6	35.7	32.7	77.5	67.4	61.8	Yes	Yes
Male	168	99.4	8.6	27.8	35.2	28.4	71	62.1	57.4	N/A	N/A
Female	182	100	5.3	21.6	36.3	36.8	83.6	72.8	66.1	N/A	N/A
White	305	99.7	5.8	22.6	37.3	34.2	79.8	75.6	74.3	Yes	Yes
African American	23	100	17.4	47.8	21.7	13	56.5	45.1	44.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	44.9	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	55.4	I/S	I/S
Disabled	45	100	26.8	48.8	12.2	12.2	43.9	27.8	19.4	Yes	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	25.5	38.5	I/S	I/S
Subsized meals	133	99.2	11	34.7	32.2	22	66.1	53.6	45.6	No	Yes

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

All Students	349	99.7	9	23.8	31	36.1	74.4	70.8	62.7	Yes	Yes
Male	167	99.4	9.9	23.6	27.3	39.1	73.3	69.5	61.8	N/A	N/A
Female	182	100	8.2	24	34.5	33.3	75.4	72.3	63.6	N/A	N/A
White	304	99.7	6.9	22.3	32	38.8	78.7	78.5	75.1	Yes	Yes
African American	23	100	26.1	30.4	34.8	8.7	47.8	49.2	45.1	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	73.2	83.8	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	58.8	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	59.2	I/S	I/S
Disabled	45	97.8	40	40	7.5	12.5	30	32.7	21.8	Yes	Yes
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	7	I/S	I/S	I/S	I/S	I/S	I/S	42.6	52.3	I/S	I/S
Subsized meals	132	99.2	14.5	30.8	33.3	21.4	59	58.8	47.9	No	Yes

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

All Students	346	95.7	46.5	21.7	18.8	8.7	27.5	N/A	N/A	N/A	N/A
Male	164	93.9	40.2	22.0	20.1	11.6	31.7	N/A	N/A	N/A	N/A
Female	182	97.3	52.2	21.4	17.6	6.0	23.6	N/A	N/A	N/A	N/A
White	302	96.7	44.4	22.2	20.2	9.9	30.1	N/A	N/A	N/A	N/A
African American	22	90.9	72.7	13.6	4.5	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	10	100.0	60.0	40.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	41	78.0	65.9	7.3	2.4	2.4	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	129	93.8	55.0	22.5	11.6	4.7	16.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	312	99.7	9.3	21.4	34.1	35.2	81.4	72.8	69.7
	2009	350	99.7	6.9	24.6	35.7	32.7	77.5	67.4	61.8

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

All Students	2008	311	99	12.5	18.5	37.6	31.4	76.7	72.7	67.2
	2009	349	99.7	9	23.8	31	36.1	74.4	70.8	62.7

* Adjusted to account for natural variation in performance.