



## JAMES ISLAND CHARTER HIGH

1000 Fort Johnson Road  
Charleston, SC 29412

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,434 Students	
<b>Principal</b>	Robert E. Bohnstengel	843-762-2754
<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>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Excellent
2008	Excellent	Good
2007	Good	Below Average
2006	Good	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
6	13	4	0	0

\* 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 (%)	89.0%	88.5%	90.3%	85.8%	80.9%	83.2%
Passed 1 subtest (%)	5.1%	5.6%	6.3%	8.0%	10.6%	10.0%
Passed no subtests (%)	5.9%	5.9%	3.4%	6.2%	8.5%	7.6%

**HSAP Passage Rate by Spring 2010**

Percent	Our High School	High Schools with Students Like Ours
	94.5%	93.0%

**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	368	371	418	385
Number of Graduates in Cohort	313	329	313	291
Rate	85.1%	88.7%	71.8%	74.5%

\*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	90.9%	78.4%
English 1	82.0%	74.9%
Physical Science	87.0%	65.8%
US History and the Constitution	62.2%	54.7%
All Tests	79.6%	67.6%

\* 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=1,434)</b>				
Retention rate	1.3%	Down from 4.5%	2.8%	3.7%
Attendance rate	95.5%	Up from 94.8%	95.9%	95.4%
Eligible for gifted and talented	3.4%	Up from 0.0%	16.0%	12.4%
With disabilities other than speech	9.5%	No Change	9.8%	12.8%
Older than usual for grade	7.8%	Down from 8.3%	7.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.3%	Up from 6.1%	0.9%	1.1%
Enrolled in AP/IB programs	12.6%	Up from 12.1%	21.4%	13.1%
Successful on AP/IB exams	80.1%	Up from 76.5%	59.8%	50.4%
Eligible for LIFE Scholarship	29.0%	Down from 32.8%	30.9%	30.4%
Annual dropout rate	1.5%	Down from 1.7%	2.8%	3.1%
Career/technology students in co-curricular organizations	4.7%	Up from 4.6%	2.2%	2.2%
Enrollment in career/technology courses	900	Down from 994	707	424
Students participating in work-based experiences	36.4%	Down from 37.4%	22.7%	11.7%
Career/technology students attaining technical skills	82.2%	Up from 79.3%	82.2%	78.7%
Career/technology completers placed	100.0%	Up from 99.2%	99.7%	98.5%
<b>Teachers (n=106)</b>				
Teachers with advanced degrees	71.7%	Up from 68.8%	60.6%	60.4%
Continuing contract teachers	88.7%	Up from 87.5%	77.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	5.0%	6.5%
Teachers returning from previous year	92.0%	Up from 89.9%	87.4%	86.8%
Teacher attendance rate	96.6%	Up from 96.0%	95.9%	95.8%
Average teacher salary*	\$47,915	Up 1.3%	\$48,825	\$47,390
Professional development days/teacher	7.5 days	Down from 7.9 days	8.6 days	10.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	26.8 to 1	Down from 27.0 to 1	28.7 to 1	25.8 to 1
Prime instructional time	91.6%	Up from 89.9%	90.6%	90.1%
Dollars spent per pupil**	\$9,998	Down 6.1%	\$7,055	\$7,974
Percent of expenditures for teacher salaries**	52.1%	Up from 49.8%	57.3%	55.4%
Percent of expenditures for instruction**	60.0%	Up from 58.0%	61.3%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.8%	96.1%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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	325	94.5%	1271	79.6%	371	88.7%	No
<b>Gender</b>							
Male	160	93.8%	652	80.7%	187	84.0%	N/A
Female	165	95.2%	619	78.5%	184	93.5%	N/A
<b>Racial/Ethnic Group</b>							
White	200	98.5%	779	86.1%	223	93.7%	N/A
African American	110	87.3%	442	67.4%	131	80.2%	N/A
Asian/Pacific Islander	N/A	N/A	11	100.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	37	83.8%	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	34	58.8%	113	69.0%	38	55.3%	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	20	80.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	93	84.9%	411	71.5%	113	74.3%	N/A

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

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents, Students, and Friends:

The philosophy of James Island Charter High School is based on the foundation that our school provides a safe and nurturing environment for the intellectual, social, and physical development of our students. Our goal is to educate each student to become a productive, critical thinking, and responsible citizen. To accomplish this goal, we strive to provide academically challenging instructional programs that meet the needs of our diverse student population. We also ensure that those programs are taught by a highly qualified and dedicated staff.

Our charter status has allowed us to expand our curriculum and staffing to provide additional educational opportunities. To this end, the JICHS Board of Directors authorized innovative programs such as the "We Care Alternative Program," continued support of Charleston County's only International Baccalaureate Program, after-school and Saturday review sessions for End-of-Course and HSAP Exams, SAT preparation courses for Juniors and Seniors, a new Industrial Technology classroom, and a state-of-the-art driver's education simulator. JICHS continues to be a fully-accredited school through the Southern Association of Colleges and Schools (SACS) and the SC State Department of Education. Our school also received certification for Project Lead the Way, a nationally recognized pre-engineering program. JICHS provides a relevant multilevel program of study, coupled with activities that enable our students to develop social, political, and economic competence.

The faculty and staff recognize and applaud the diversity of student interests, abilities, and aptitudes, and they accept the challenge of providing a meaningful educational experience for all students.

JICHS is a community within itself that offers personal growth for parents, students, faculty, and community alike. We appreciate your support in the past and look forward to your continued support in making improvements and sustaining a closer working relationship with the community it happily serves.

Robert E. Bohnstengel, Principal  
 Joseph Barbour, President, JICHS Board of Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	109	321	84
Percent satisfied with learning environment	81.7%	74.0%	89.2%
Percent satisfied with social and physical environment	94.5%	82.1%	85.5%
Percent satisfied with school-home relations	80.7%	83.4%	86.7%

\* 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

NO

This school met 14 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

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	2.4%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	355	100	5.2	25.5	33.9	35.4	80.9	69.8	65.9	Yes	Yes
Male	191	100	4.3	30.5	33.2	32.1	77.5	67.3	60.8	N/A	N/A
Female	164	100	6.3	19.6	34.8	39.2	84.8	72.3	71	N/A	N/A
White	231	100	2.3	15.8	33.3	48.6	90.5	91.6	77.5	Yes	Yes
African American	116	100	10.4	43.5	36.5	9.6	64.3	48.4	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	62.6	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	31	100	34.5	48.3	6.9	10.3	31	28.3	21.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	112	100	12.6	37.8	34.2	15.3	64	50.2	51.5	Yes	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	355	100	7.5	25.8	33.9	32.8	76.2	64.2	62.3	Yes	Yes
Male	191	100	7.5	21.4	35.8	35.3	79.1	66.5	61.7	N/A	N/A
Female	164	100	7.6	31	31.6	29.7	72.8	62	63	N/A	N/A
White	231	100	4.1	17.1	30.6	48.2	85.6	86.8	75	Yes	Yes
African American	116	100	12.2	43.5	41.7	2.6	60	41.8	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	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	31	100	41.4	34.5	24.1	0	31	25.7	22.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	112	100	13.5	36.9	38.7	10.8	63.1	43.1	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	353	93.5	31.8	22.1	14.5	31.5	46.1	N/A	N/A	N/A	N/A
Male	191	92.7	28.8	20.9	16.4	33.9	50.3	N/A	N/A	N/A	N/A
Female	162	94.4	35.3	23.5	12.4	28.8	41.2	N/A	N/A	N/A	N/A
White	232	93.5	23.5	19.4	16.1	41.0	57.1	N/A	N/A	N/A	N/A
African American	113	92.9	47.6	29.5	10.5	12.4	22.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	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	28	67.9	63.2	21.1	0.0	15.8	15.8	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	110	90.9	45.0	26.0	11.0	18.0	29.0	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2009	397	99.7	7.5	30.3	33.7	28.5	75.4	64.1	61.8
	2010	355	100	5.2	25.5	33.9	35.4	80.9	69.8	65.9

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

All Students	2009	396	99.7	10.1	25.9	32.4	31.6	76.7	62.9	62.7
	2010	355	100	7.5	25.8	33.9	32.8	76.2	64.2	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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