



JAMES ISLAND MIDDLE

1484 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	388 Students	
Principal	Murton J. Hudson	843-762-2784
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

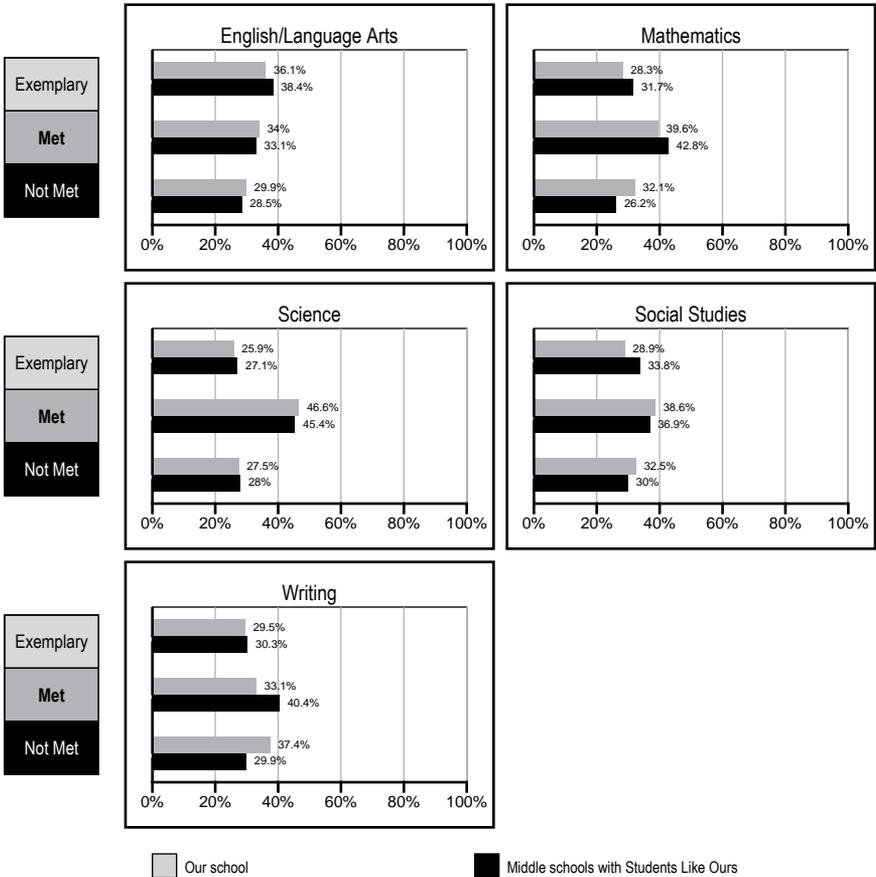
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	17	29	0	1

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.8%	98.1%
English 1	N/A	92.9%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	31.7%
US History and the Constitution	N/A	N/A
All Subjects	96.8%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=388)				
Students enrolled in high school credit courses (grades 7 & 8)	64.2%	Down from 77.7%	30.9%	24.5%
Retention rate	0.5%	Up from 0.0%	0.6%	0.7%
Attendance rate	96.3%	Up from 95.6%	96.0%	95.9%
Served by gifted and talented program	21.3%	Down from 23.5%	21.0%	17.8%
With disabilities other than speech	5.4%	Down from 12.2%	9.1%	9.2%
Older than usual for grade	1.8%	Down from 3.0%	1.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Down from 5.5%	0.6%	0.4%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 52.0%	61.0%	60.0%
Continuing contract teachers	82.8%	Down from 92.0%	84.6%	82.6%
Teachers returning from previous year	79.0%	Up from 77.2%	86.3%	85.6%
Teacher attendance rate	95.4%	No Change	95.4%	95.3%
Average teacher salary*	\$45,128	Down 6.6%	\$46,683	\$46,300
Professional development days/teacher	6.2 days	Down from 7.2 days	9.4 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 24.6 to 1	22.9 to 1	21.5 to 1
Prime instructional time	91.5%	Up from 90.1%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	93.7%	Down from 99.1%	99.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,173	Up 0.4%	\$7,328	\$7,634
Percent of expenditures for instruction**	61.0%	Down from 69.0%	64.4%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Down from 65.5%	62.1%	61.2%

* 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

Report of Principal and School Improvement Council

Welcome to James Island. James Island, a small community located in Charleston, South Carolina, is a unique place to live and to raise a family. At James Island Middle School, we are committed to student academics as well as educating the “whole child.” At JIMS, our mission is to create and maintain a school where the staff and community work closely together to support and nurture children and where education is of primary importance to all. Our school promotes a safe, orderly, caring, and supportive environment through the use of a positive behavior support system known as PBIS. Each student’s self-esteem is fostered by positive relationships with other students and staff. We have been recognized for our commitment to the PBIS model by being awarded the “Banner Award” by the state. We have also been recognized as having a welcoming environment by being awarded the “Red Carpet Award” by the state as well.

Our community has always played an important part in the success of the school and our students as evidenced by our involvement with the James Island Community Outreach, a group consisting of community members, religious leaders, law enforcement members, and educators working together for our youths. James Island Middle School features outstanding academics, fine arts, and athletic programs. Our strings program received a Superior rating in the SC Concert Festival and our band program received an excellent rating. Academically, we accommodate the learning levels and styles of all of our students through our honors, grade-level, and remediation programs as well as our Sixth Grade Academy which focuses on improving reading levels for struggling readers from James Island Middle School as well as Fort Johnson Middle School. In addition, we offer four high school credit classes to our seventh and eighth grade students. These courses help prepare our students for entrance into the International Baccalaureate Program at James Island Charter High.

We believe that it is critical that students participate in a variety of fine arts programs and extracurricular activities. Our students are able to enroll in Art, Band, Spanish, Strings, Computer Applications, and Physical Education. In addition, students can participate in a variety of clubs, sports, and service learning projects. The opportunity to perform, work cooperatively, and travel together allows our students to gain self-confidence and lifelong skills for success. A strong academic curriculum, a vigorous fine arts program, and extracurricular activities encourage our students to pursue their individual strengths.

We educate our students to become confident, competent, responsible citizens through diverse learning experiences in a positive structured environment.

Murton J. Hudson, Principal
Joseph Barbour, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	131	93
Percent satisfied with learning environment	90.5%	71.8%	78.0%
Percent satisfied with social and physical environment	90.5%	75.6%	71.1%
Percent satisfied with school-home relations	76.2%	85.5%	76.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	388	100	29.8	34	36.2	80.4	83.1	82.4	Yes	Yes
Gender										
Male	204	100	33.7	32.1	34.2	77.6	79.9	78.7	N/A	N/A
Female	184	100	25.4	36.2	38.4	83.6	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	193	100	13.1	30.1	56.8	92.9	94.8	88.9	Yes	Yes
African American	183	100	46.6	38.2	15.2	66.9	71.9	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	30	100	85.7	10.7	3.6	25	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	100	43.5	35	21.5	70.1	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	388	100	31.9	39.9	28.2	81.2	82.8	81.9	Yes	Yes
Gender										
Male	204	100	36.2	35.2	28.6	77	81.1	79.9	N/A	N/A
Female	184	100	27.1	45.2	27.7	85.9	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	193	100	13.7	43.7	42.6	92.9	94.9	88.9	Yes	Yes
African American	183	100	51.7	35.4	12.9	69.1	70.9	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	32.1	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	100	45.8	36.7	17.5	70.1	72.7	74.9	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	258	100	27.3	46.6	26.1	72.7	69.2	68.6
Gender								
Male	130	100	28	47.2	24.8	72	68.4	68.3
Female	128	100	26.6	46	27.4	73.4	70	68.9
Racial/Ethnic Group								
White	120	100	7.9	46.5	45.6	92.1	90.4	80.7
African American	129	100	45.2	46.8	7.9	54.8	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	21	100	66.7	28.6	4.8	33.3	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	127	100	40.2	47.5	12.3	59.8	51.8	57.3
Social Studies								
All Students	256	100	32.8	38.5	28.7	67.2	75.5	72.5
Gender								
Male	131	100	33.9	34.6	31.5	66.1	74.4	72
Female	125	100	31.7	42.5	25.8	68.3	76.6	73.1
Racial/Ethnic Group								
White	136	100	18.3	39.7	42	81.7	91	81
African American	115	100	50.5	38.7	10.8	49.5	60.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	5.3	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	120	100	47.8	38.9	13.3	52.2	61.8	62.9

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	146	99.3	37.4	33.1	29.5	62.6	75.8	73.2	96.3	96
Gender										
Male	81	98.8	40.8	36.8	22.4	59.2	70.7	67.2	95.9	95.9
Female	65	100	33.3	28.6	38.1	66.7	81.1	79.4	96.6	96.1
Racial/Ethnic Group										
White	68	100	20	35.4	44.6	80	90.8	81.5	96	96.1
African American	75	98.7	53.5	32.4	14.1	46.5	61.3	61.3	96.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	96.3	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	95.9
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	23.9	26	98.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	96.6	96.3
Socio-Economic Status										
Subsidized meals	68	100	52.3	30.8	16.9	47.7	62.2	63.2	95.8	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	13	44	43	87
	7	143	99.3	32.4	27.2	40.4	67.6
	8	141	100	38.2	25.7	36	61.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	26.5	35.4	38.1	73.5
	7	125	100	28.7	33.6	37.7	71.3
	8	145	100	33.3	33.3	33.3	66.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	19	35	46	81
	7	143	99.3	43.4	36.8	19.9	56.6
	8	141	100	44.1	44.1	11.8	55.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	19.5	38.9	41.6	80.5
	7	125	100	37.7	32	30.3	62.3
	8	145	100	37	47.8	15.2	63
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	54	98.2	44.7	40.4	14.9	55.3
	7	142	100	36	43.4	20.6	64
	8	72	100	42	30.4	27.5	58
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	28.6	53.6	17.9	71.4
	7	125	100	26.2	47.5	26.2	73.8
	8	74	100	28.2	39.4	32.4	71.8

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	55	96.4	20	60	20	80
	7	142	100	38.2	25.7	36	61.8
	8	69	100	40.3	40.3	19.4	59.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	29.3	56.9	13.8	70.7
	7	125	100	27.9	34.4	37.7	72.1
	8	71	100	44.8	29.9	25.4	55.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	108	100	19.2	43.4	37.4	80.8
	7	143	99.3	31.6	41.9	26.5	68.4
	8	142	100	27	39.4	33.6	73
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	146	99.3	37.4	33.1	29.5	62.6

Abbreviations for Missing Data

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