



James Island Middle

1484 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	480 Students	
Principal	Murton Hudson	843-762-2784
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

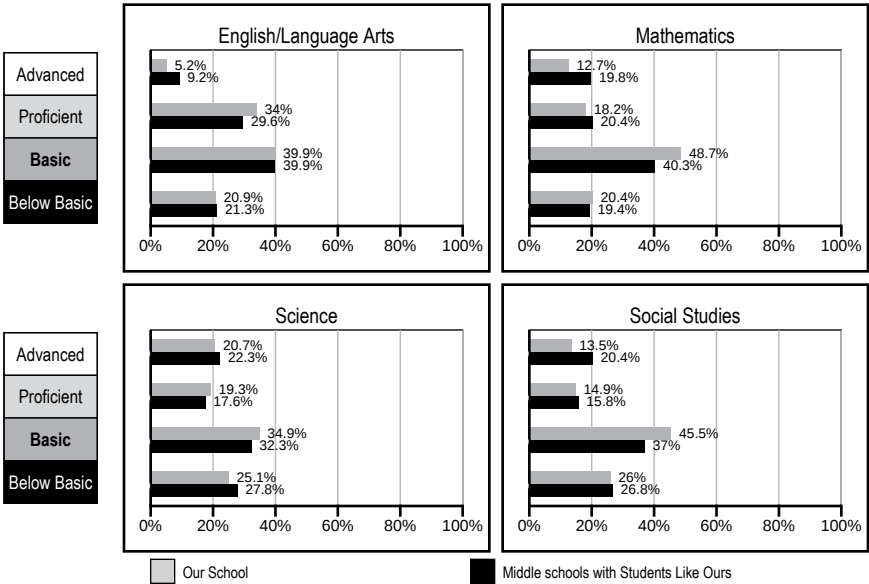
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	36	6	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	98.4
English 1	0	94.8
Physical Science	0	28.0
All Subjects	100.0	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=480)				
Students enrolled in high school credit courses (grades 7 & 8)	28.4%	Down from 63.0%	25.2%	19.4%
Retention rate	1.7%	Down from 2.8%	1.6%	1.8%
Attendance rate	95.4%	Up from 95.3%	96.0%	95.8%
Eligible for gifted and talented	22.7%	Up from 22.0%	19.8%	15.3%
With disabilities other than speech	12.9%	Up from 7.9%	11.7%	12.9%
Older than usual for grade	3.5%	Up from 1.1%	2.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	13.3%	Up from 5.5%	0.7%	0.7%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	50.0%	Down from 51.4%	58.0%	55.0%
Continuing contract teachers	73.5%	Up from 67.6%	74.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 6.9%	4.2%	5.4%
Teachers returning from previous year	87.1%	Up from 82.7%	86.0%	83.4%
Teacher attendance rate	93.0%	No Change	95.0%	94.9%
Average teacher salary	\$44,625	Up 5.8%	\$45,592	\$44,706
Professional development days/teacher	11.9 days	Down from 12.2 days	12.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 24.7 to 1	22.3 to 1	20.1 to 1
Prime instructional time	87.1%	Up from 86.5%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	78.1%	Down from 100.0%	98.4%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$6,409	Up 8.3%	\$6,649	\$7,097
Percent of expenditures for instruction*	68.7%	Up from 68.2%	64.8%	64.4%
Percent of expenditures for teacher salaries*	52.6%	Down from 62.7%	60.0%	59.4%

* Prior year audited financial data are reported.

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 grow up. At James Island Middle School, we are committed to student academics, extracurricular activities, and parent and community involvement. 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. Each student's self-esteem is fostered by positive relationships with other students and staff. We are proud of our accomplishments over the past years and continue to strive to offer our students the best opportunities. Our community has always played an important part in the school success story. James Island Middle features outstanding academic, fines arts, and athletic facilities, including an instructional courtyard. Academically, we accommodate the learning styles of our students through our honors, regular, and remedial programs. In addition, we offer six high school credit courses to students in the seventh and eighth grades, which prepare them for entrance into the Pre-International Baccalaureate Program at our local high school. We provide and integrate a wealth of technological experiences through the multimedia center and computer labs. Furthermore, parents contact staff members through electronic communication (homework hotline, voice mail and e-mail).

We believe it is critical that students participate in a variety of fine arts programs and extracurricular activities. Our student body is able to enroll in art, band, chorus, general music, Spanish, strings, computer applications, keyboarding, and physical education/health. In addition, students can participate in a variety of clubs, intramurals, high school sports, and service-learning projects. The opportunity to perform, work cooperatively, and travel together allows our students to gain self-confidence and life-long skills for success. A strong academic curriculum, a vigorous fine arts program, and extracurricular activities encourage our students to pursue their individual strengths. Through our Parent Teacher Student Association, parents, teachers, and the administration share responsibilities for developing our program, setting goals, and allotting the resources.

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

Gary McDonald, Principal
Kate Micchi, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	156	136
Percent satisfied with learning environment	58.8%	67.1%	78.2%
Percent satisfied with social and physical environment	76.5%	63.9%	69.4%
Percent satisfied with school-home relations	58.8%	80.5%	72.1%

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

School Adequate Yearly Progress

NO

This school met 14 out of 21 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	470	100	20.9	39.9	34	5.2	51.6	53.5	48.2	Yes	Yes
Gender											
Male	231	100	27.5	45	23.4	4.1	43.1	47.3	41.7	N/A	N/A
Female	239	100	14.6	35	44.2	6.2	59.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	265	100	9.9	34.8	46.6	8.7	67.2	77.6	60	Yes	Yes
African American	193	100	35.9	46.4	17.1	0.6	30.4	32.1	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	59	100	61.1	35.2	3.7	0	5.6	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	199	100	32.6	42.5	23.2	1.7	34.8	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	470	100	22.3	52	16	9.7	35.6	49.7	45.8	No	Yes
Gender											
Male	231	100	26.6	47.2	14.7	11.5	33.9	49.5	45.6	N/A	N/A
Female	239	100	18.1	56.6	17.3	8	37.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	265	100	10.7	52.6	21.3	15.4	49.4	75.6	59	Yes	Yes
African American	193	100	38.1	51.4	8.3	2.2	16.6	26.2	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	59	100	61.1	31.5	3.7	3.7	9.3	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	199	100	34.3	50.8	11.6	3.3	21	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	299	100	25.1	34.9	19.3	20.7	40	39.2	35.7	95.4	96
Gender											
Male	143	100	30.5	27.5	18.3	23.7	42	40.8	37.4	95.5	95.8
Female	156	100	20.1	41.7	20.1	18.1	38.2	37.6	33.8	95.2	96.1
Racial/Ethnic Group											
White	163	100	14.5	31.6	19.7	34.2	53.9	66.4	49.2	95.3	96.1
African American	126	100	38.3	37.4	20	4.3	24.3	15.3	17	95.4	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.7	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	34	100	62.1	24.1	10.3	3.4	13.8	16.6	14	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.7	96.3
Socio-Economic Status											
Subsidized meals	122	100	41.5	34.9	17	6.6	23.6	17.1	21.1	94.6	95.5

Social Studies

All Students	303	100	26	45.5	14.9	13.5	28.5	40.2	34	95.4	96
Gender											
Male	156	100	27	42.6	13.5	16.9	30.4	42	36.6	95.5	95.8
Female	147	100	25	48.6	16.4	10	26.4	38.3	31.3	95.2	96.1
Racial/Ethnic Group											
White	170	100	13.5	52.1	14.1	20.2	34.4	63.3	44.5	95.3	96.1
African American	128	100	43.8	35.5	16.5	4.1	20.7	19.1	19.1	95.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.7	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	42	100	52.6	39.5	7.9	0	7.9	18.2	14.4	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.7	96.3
Socio-Economic Status											
Subsidized meals	135	100	38.7	41.9	14.5	4.8	19.4	20.1	21	94.6	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	143	100	17.7	36.9	37.6	7.8	45.4
	7	168	100	20	41.9	35.6	2.5	38.1
	8	207	100	21.7	48	26.8	3.5	30.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	25.5	38.9	31.5	4	35.6
	7	132	100	17.6	41.2	37.8	3.4	41.2
	8	181	100	19.3	39.8	33.5	7.4	40.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	143	100	8.5	48.9	27	15.6	42.6
	7	168	100	13.8	55.6	19.4	11.3	30.6
	8	207	100	33.3	51	13.6	2	15.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	24.2	32.9	28.2	14.8	43
	7	132	100	16.8	53.8	12.6	16.8	29.4
	8	181	100	24.4	67	8	0.6	8.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	71	100	25.7	37.1	20	17.1	37.1
	7	168	100	21.9	40	21.3	16.9	38.1
	8	104	100	24.8	39.6	15.8	19.8	35.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	78	100	41.7	29.2	12.5	16.7	29.2
	7	132	100	20.2	39.5	21	19.3	40.3
	8	89	100	17.9	33.3	22.6	26.2	48.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	16.9	52.1	18.3	12.7	31
	7	168	100	28.8	40.6	9.4	21.3	30.6
	8	103	100	35.1	61.9	3.1	0	3.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	79	100	16.9	46.8	19.5	16.9	36.4
	7	132	100	27.7	37	15.1	20.2	35.3
	8	92	100	31.5	55.4	10.9	2.2	13

Abbreviations for Missing Data

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