



James Island Charter High

1000 Fort Johnson Road
Charleston, SC 29412

Grades	9-12 High School	
Enrollment	1,508 Students	
Principal	Robert E. Bohnstengel	843-762-2754
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Good	Below Average
2006	Good	At-Risk
2005	Excellent	Good

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	7	15	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 (%)	86.6	89.0	88.5	83.0	85.8	80.9
Passed 1 subtest (%)	6.8	5.1	5.6	10.6	8.0	10.6
Passed no subtests (%)	6.6	5.9	5.9	7.2	6.2	8.5

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	97.5%	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	368	418
Number of Diplomas	313	313
Rate	85.1%	71.8%

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	91.8	74.4
English 1	80.0	69.1
Physical Science	82.7	62.7
US History and the Constitution	53.7	49.1
All Tests	76.4	63.4

* 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=1,508)				
Retention rate	4.5%	Down from 8.0%	5.2%	4.8%
Attendance rate	94.8%	Up from 94.6%	95.8%	95.5%
Eligible for gifted and talented	0.0%	No Change	13.2%	9.2%
With disabilities other than speech	9.5%	Up from 9.1%	10.2%	12.6%
Older than usual for grade	8.3%	Down from 10.6%	7.2%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.1%	Up from 5.5%	1.2%	1.2%
Enrolled in AP/IB programs	12.1%	Down from 12.4%	19.0%	13.2%
Successful on AP/IB exams	76.5%	Up from 74.4%	64.3%	55.6%
Eligible for LIFE Scholarship	32.8%	Up from 29.8%	31.7%	29.8%
Annual dropout rate	1.7%	Up from 1.3%	3.6%	3.5%
Career/technology students in co-curricular organizations	4.6%	Down from 6.4%	2.6%	3.0%
Enrollment in career/technology courses	994	Up from 957	912	523
Students participating in work-based experiences	37.4%	Up from 27.3%	14.6%	12.9%
Career/technology students attaining technical skills	79.3%	Down from 80.2%	79.3%	79.3%
Career/technology completers placed	99.2%	Up from 99.0%	99.6%	98.8%
Teachers (n=112)				
Teachers with advanced degrees	68.8%	Down from 69.0%	61.1%	58.6%
Continuing contract teachers	87.5%	Up from 80.2%	73.6%	71.6%
Teachers with emergency or provisional certificates	2.7%	Down from 5.7%	6.9%	8.1%
Teachers returning from previous year	89.9%	Up from 87.3%	86.4%	85.0%
Teacher attendance rate	96.0%	Up from 95.2%	95.3%	95.5%
Average teacher salary*	\$47,278	Up 4.5%	\$48,055	\$47,761
Professional development days/teacher	7.9 days	Up from 7.7 days	9.0 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 24.1 to 1	27.8 to 1	26.1 to 1
Prime instructional time	89.9%	Up from 88.8%	90.0%	89.8%
Dollars spent per pupil**	\$10,652	Up 9.2%	\$6,565	\$7,883
Percent of expenditures for teacher salaries**	49.8%	Down from 51.2%	56.9%	54.1%
Percent of expenditures for instruction**	58.0%	Down from 62.0%	62.4%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 97.3%	97.7%	95.8%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	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	319	97.5%	1405	76.4%	368	85.1%	No
Gender							
Male	161	98.1%	732	77.5%	187	81.3%	N/A
Female	158	96.8%	673	75.2%	180	88.9%	N/A
Racial/Ethnic Group							
White	207	99.0%	897	84.5%	241	88.4%	N/A
African American	101	94.1%	474	61.8%	113	77.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	70.6%	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	28	78.6%	101	55.4%	30	60.0%	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	10	40.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	88	92.0%	427	61.8%	98	74.5%	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

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 and 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 accept the challenge of providing a meaningful educational experience for all students. Through the combined efforts of an effective, caring, innovative staff in partnership with home and community, JICHS continues to encourage each pupil to develop his or her fullest potential by providing relevant studies and activities in an inviting physical setting. As examples, students in biology classes have written and received a \$10,000 flower garden/green wall grant and a \$3,000 grant for an outdoor classroom.

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
Elizabeth Grooms, President, JICHS Board of Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	120	290	85
Percent satisfied with learning environment	85.6%	81.9%	81.9%
Percent satisfied with social and physical environment	91.6%	80.1%	74.1%
Percent satisfied with school-home relations	83.9%	85.0%	79.8%

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

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	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	397	99.7	7.5	30.3	33.7	28.5	75.4	64.1	61.8	Yes	Yes
Male	197	99.5	6.8	30.2	31.3	31.8	72.9	60.7	57.4	N/A	N/A
Female	200	100	8.2	30.4	36.1	25.3	77.8	67	66.1	N/A	N/A
White	258	99.6	4	26.7	35.5	33.9	80.5	86.8	74.3	Yes	Yes
African American	124	100	15.7	37.2	31.4	15.7	64.5	44.5	44.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	59.5	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	36	97.2	34.3	45.7	11.4	8.6	25.7	23.9	19.4	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	106	100	15.7	43.1	22.5	18.6	57.8	42	45.6	Yes	Yes

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

All Students	396	99.7	10.1	25.9	32.4	31.6	76.7	62.9	62.7	Yes	Yes
Male	196	99.5	8.9	22.9	32.8	35.4	80.2	63.2	61.8	N/A	N/A
Female	200	100	11.3	28.9	32	27.8	73.2	62.5	63.6	N/A	N/A
White	257	99.6	6.4	21.5	33.9	38.2	83.7	88.2	75.1	Yes	Yes
African American	124	100	19	34.7	28.9	17.4	62	40.7	45.1	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	63.1	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	35	100	48.6	22.9	22.9	5.7	37.1	26.9	21.8	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	106	100	18.6	33.3	36.3	11.8	64.7	40.5	47.9	Yes	Yes

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

All Students	393	93.6	30.3	23.2	15.5	24.7	40.2	N/A	N/A	N/A	N/A
Male	194	93.3	24.7	23.2	17.0	28.4	45.4	N/A	N/A	N/A	N/A
Female	199	94.0	35.7	23.1	14.1	21.1	35.2	N/A	N/A	N/A	N/A
White	256	94.5	25.8	20.7	18.8	29.3	48.0	N/A	N/A	N/A	N/A
African American	122	91.0	38.5	31.1	8.2	13.1	21.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	10	100.0	50.0	N/A	20.0	30.0	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	65.6	31.3	18.8	9.4	6.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	104	89.4	43.3	28.8	8.7	8.7	17.3	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	374	99.7	7.2	22.9	37.2	32.8	76	70.7	69.7
	2009	397	99.7	7.5	30.3	33.7	28.5	75.4	64.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	374	99.7	10.2	25.9	35.3	28.7	75.2	66.9	67.2
	2009	396	99.7	10.1	25.9	32.4	31.6	76.7	62.9	62.7

* Adjusted to account for natural variation in performance.