



James Island Middle

1484 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	442 Students	
Principal	Murton J. Hudson	843-762-2784
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	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

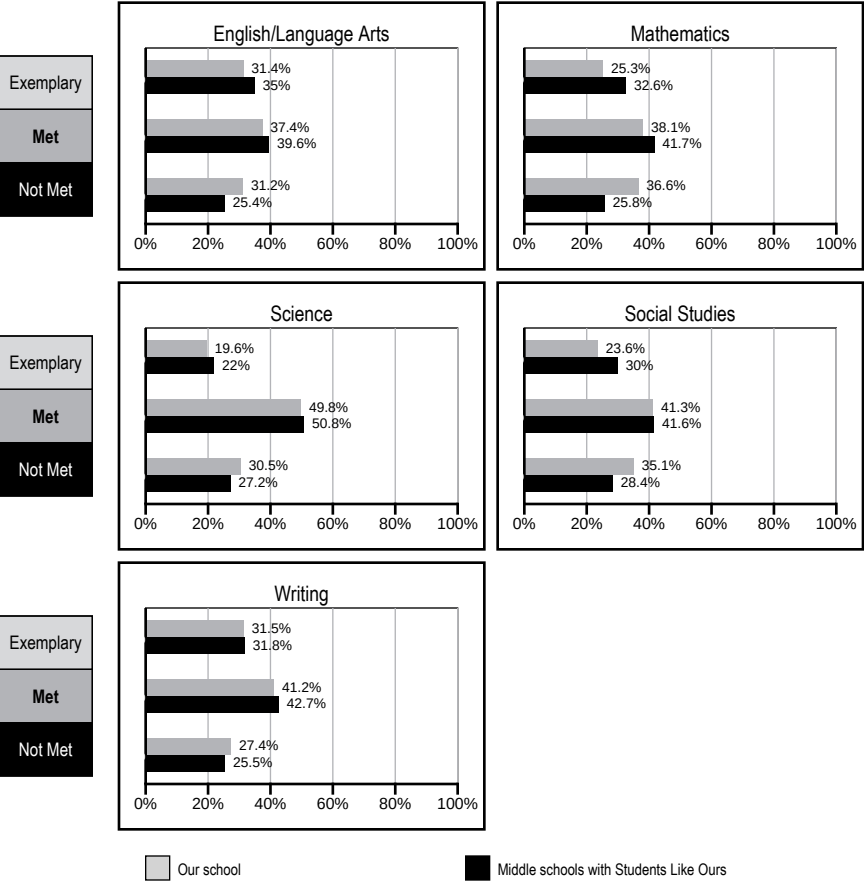
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	33	0	0

* Ratings are calculated with data available by 06/01/2010.

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	95.8%	97.3%
English 1	N/A	97.4%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	95.8%	97.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=442)				
Students enrolled in high school credit courses (grades 7 & 8)	65.8%	Up from 28.4%	25.4%	21.6%
Retention rate	1.1%	Down from 1.7%	1.1%	1.2%
Attendance rate	95.7%	Up from 95.4%	95.9%	95.9%
Eligible for gifted and talented	19.7%	Down from 22.7%	17.9%	14.8%
With disabilities other than speech	12.4%	Down from 12.9%	11.8%	12.6%
Older than usual for grade	2.7%	Down from 3.5%	2.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.8%	Down from 13.3%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Up from 50.0%	57.4%	56.9%
Continuing contract teachers	81.8%	Up from 73.5%	76.1%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.7%	5.3%
Teachers returning from previous year	81.5%	Down from 87.1%	85.7%	82.9%
Teacher attendance rate	94.4%	Up from 93.0%	95.0%	95.2%
Average teacher salary*	\$46,873	Up 5.0%	\$47,084	\$46,599
Professional development days/teacher	6.0 days	Down from 11.9 days	10.4 days	10.8 days
School				
Principal's years at school	1.0	No Change	4.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 26.0 to 1	21.9 to 1	20.1 to 1
Prime instructional time	88.7%	Up from 87.1%	89.6%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 78.1%	98.6%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,934	Up 8.2%	\$6,861	\$7,645
Percent of expenditures for instruction**	67.3%	Down from 68.7%	64.2%	63.4%
Percent of expenditures for teacher salaries**	62.7%	Up from 52.6%	57.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** 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 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 are proud of our accomplishments over the past years and strive to offer our students the best opportunities to succeed. Our community has always played an important part in the success of the school and our students. James Island Middle School features outstanding academics, fine arts, and athletic programs. Academically, we accommodate the learning styles of our students through our honors, grade-level, and remediation programs. In addition, we offer five high school credit classes to students in grades seven and eight. The courses prepare our students for entrance into the International Baccalaureate Program at our local high school. We are constantly striving to upgrade our technology with new computer labs and interactive whiteboards. Additionally, parents contact staff members through electronic communication such as e-mail, web pages, and the homework hotline.

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, 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 are 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.

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

Murton J. Hudson, Principal
Jacqueline Proveaux, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	130	91
Percent satisfied with learning environment	92.3%	69.0%	86.2%
Percent satisfied with social and physical environment	92.3%	66.4%	83.0%
Percent satisfied with school-home relations	88.0%	83.1%	67.8%

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

School Adequate Yearly Progress

NO

This school met 19 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. 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	2.5%	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	8.9%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	441	100	31	37.5	31.5	79.7	84.9	82.8	Yes	Yes
Gender										
Male	222	100	36.7	35.7	27.6	75.2	81.8	79.3	N/A	N/A
Female	219	100	25.1	39.4	35.5	84.2	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	225	100	15.4	35	49.5	92.1	95.8	89.5	Yes	Yes
African American	204	100	48.9	39.9	11.2	64.9	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	59	100	72.5	17.6	9.8	39.2	53.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	198	100	46.4	37.4	16.2	67	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	441	100	37.3	39.7	23	75.3	81	78.9	Yes	Yes
Gender										
Male	222	100	41.4	33.3	25.2	70	79.3	77	N/A	N/A
Female	219	100	33	46.3	20.7	80.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	225	100	19.6	42.5	37.9	88.8	94.6	87.2	Yes	Yes
African American	204	100	58.5	35.6	5.9	59	67.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	59	100	76.5	19.6	3.9	35.3	46.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	198	100	52	36.9	11.2	62	69.2	70.2	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	294	100	30.3	50	19.7	69.7	68.9	67.5
Gender								
Male	137	100	32.8	39.1	28.1	67.2	68.2	67
Female	157	100	28.1	59.6	12.3	71.9	69.6	68
Racial/Ethnic Group								
White	158	100	10.7	56.7	32.7	89.3	90.4	79.5
African American	128	100	56.4	39.3	4.3	43.6	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	42	100	76.5	20.6	2.9	23.5	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	131	100	46.2	49.6	4.3	53.8	50.2	55.1

Social Studies

All Students	296	100	35.1	41.3	23.6	64.9	76.8	72.3
Gender								
Male	155	100	40.1	32	27.9	59.9	75.3	71.5
Female	141	100	29.5	51.9	18.6	70.5	78.4	73.2
Racial/Ethnic Group								
White	143	100	24.3	39.7	36	75.7	91.5	80.7
African American	145	100	47	43.2	9.8	53	62.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	37	100	71.9	21.9	6.3	28.1	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	138	100	46.3	41.5	12.2	53.7	64	62.1

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	434	99.8	27.2	41.3	31.6	72.8	74.1	70.2	95.7	96
Gender										
Male	219	99.5	36.5	40.9	22.6	63.5	67.8	63.2	95.9	95.9
Female	215	100	17.6	41.7	40.7	82.4	80.6	77.5	95.4	96.1
Racial/Ethnic Group										
White	225	99.6	13.6	38	48.4	86.4	90.4	79.1	95.5	95.9
African American	198	100	43.6	44.7	11.7	56.4	59.2	57.6	95.7	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98.8	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	52	100	73.5	22.4	4.1	26.5	29.6	26.1	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.2	61.2	98.6	96.5
Socio-Economic Status										
Subsidized meals	192	99.5	39.3	43.8	16.9	60.7	59.1	58.9	95.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	141	100	34.1	37.1	28.8	65.9
	7	148	100	24.1	41.6	34.3	75.9
	8	152	100	34.7	34	31.3	65.3
Mathematics							
2009	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	141	100	31.1	39.4	29.5	68.9
	7	148	100	32.1	43.8	24.1	67.9
	8	152	100	47.9	36.1	16	52.1
Science							
2009	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	70	100	36.4	53	10.6	63.6
	7	148	100	23.4	56.2	20.4	76.6
	8	76	100	38	35.2	26.8	62
Social Studies							
2009	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	71	100	31.8	47	21.2	68.2
	7	148	100	33.6	38	28.5	66.4
	8	77	100	41.1	42.5	16.4	58.9
Writing							
2009	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	138	100	21.2	45.5	33.3	78.8
	7	145	100	23.5	43.4	33.1	76.5
	8	151	99.3	36.1	35.4	28.5	63.9

Abbreviations for Missing Data

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