



JAMES ISLAND ELEMENTARY

1872 Grimball Rd.
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	524 Students	
Principal	Christy Thompson (Interim)	843-762-8240
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	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
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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

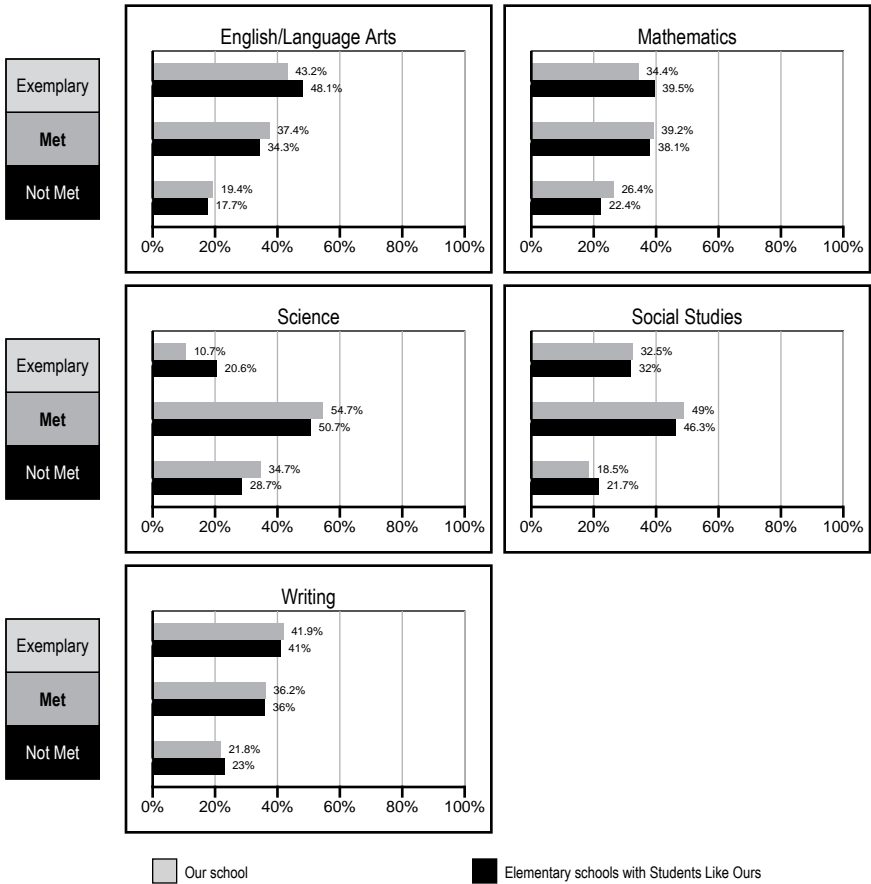
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	30	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=524)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.2%	1.2%
Attendance rate	95.7%	Down from 96.1%	96.2%	96.1%
Eligible for gifted and talented	18.8%	Up from 11.0%	16.0%	11.7%
With disabilities other than speech	6.2%	No Change	7.6%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	53.1%	Down from 57.6%	60.3%	60.5%
Continuing contract teachers	87.5%	Up from 81.8%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 86.4%	89.0%	87.0%
Teacher attendance rate	96.5%	Up from 94.5%	95.4%	95.4%
Average teacher salary*	\$47,046	Up 3.2%	\$47,945	\$47,288
Professional development days/teacher	9.3 days	Up from 4.2 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 21.9 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.1%	Up from 90.4%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	74.4%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,470	Down 3.0%	\$7,124	\$7,548
Percent of expenditures for instruction**	68.5%	Down from 68.9%	69.1%	68.7%
Percent of expenditures for teacher salaries**	66.3%	Down from 66.8%	65.6%	65.1%

* 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

James Island Elementary attributes its successes to the implementation of the CCSD Coherent Curriculum, S.C. Curriculum Standards, high expectations, parental involvement, and differentiated instruction in all classes. Our staff holds students accountable for academic and behavioral standards to foster an environment conducive for optimal learning to take place. We participate in a school-wide PBIS program to enhance social behavior. Our school submitted an application to the state to be recognized as an Exemplary PBIS School. JIES continues to implement school-wide Project Read strategies to accelerate and advance our students' academic performance. With a full 6 years of implementation of these programs, we expect a high percentage of continuous positive outcomes. James Island Elementary continues its yearly traditions and programs established to compliment student learning. These include: Open House, Family Reading Night, Math/Science Night, Chorus and Concerts, Relay for Life, Jump Rope for Heart, PTA/SIC, By the Sea, End of the Year Celebration, Business Partners, Reading Prize Patrol, Project Read, and DIBELS.

With a present rating of "average," we strive for a "good" overall average and "good" improvement rating. An analysis of student performance in Math, ELA, Science and Social Studies indicates that continued improvement is needed to move students to "met" and "exemplary" levels in fourth and fifth grades. The percentage of 3rd graders scoring "met" and "exemplary" in ELA, Math, Science, and Social Studies in 2009 increased from 2008. ELA increased from 93% to 97%, Math from 86% to 88%, Science from 75% to 81%, and Social Studies from 88 % to 97%. While these scores are above the district and state performance objectives, we want improvement, paying particular attention to 4th and 5th grade. Our overall improvement goals focus on increasing the number of "met" and "exemplary" students in all subject areas and grade levels. In addition, our goal focuses on decreasing the number of "not met" students in all grade levels and subject areas with an increase in "met" and "exemplary." JIES met all 17 goals and objectives for Adequate Yearly Progress for 2009. The results of the School Climate Survey indicate all teachers and students rated all categories positively. Our overall goal is to increase parent satisfaction with the learning environment. Parents are more than satisfied in all categories with the education JIES provides their children. We are fortunate to have tremendous support from numerous business partners and community members.

Nichole Adkins, SIC Chairperson
Christy Thompson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	70	54
Percent satisfied with learning environment	93.8%	88.2%	88.7%
Percent satisfied with social and physical environment	100.0%	81.4%	83.3%
Percent satisfied with school-home relations	87.5%	88.6%	86.5%

* Only students at the highest elementary 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

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

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	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	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	239	99.6	19.9	37.7	42.4	89.2	85	83.5	Yes	Yes
Gender										
Male	123	100	21.8	38.7	39.5	85.7	81.6	80.1	N/A	N/A
Female	116	99.1	17.9	36.6	45.5	92.9	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	119	100	9.4	33.3	57.3	94.9	95.3	89.6	Yes	Yes
African American	104	99	34	43	23	82	75.2	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	20	100	65	25	10	40	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	99.3	26.8	40.2	33.1	85.8	76.4	76.9	Yes	Yes

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

All Students	239	99.6	26.8	39.4	33.8	82.7	81	80.4	Yes	Yes
Gender										
Male	123	100	26.1	36.1	37.8	83.2	78.9	78.4	N/A	N/A
Female	116	99.1	27.7	42.9	29.5	82.1	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	119	100	17.1	34.2	48.7	90.6	94.5	87.8	Yes	Yes
African American	104	99	40	45	15	73	68	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	20	100	65	30	5	40	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	99.3	34.6	43.3	22	78	70.2	72.8	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	157	100	35.5	53.9	10.5	64.5	67.4	67.3
Gender								
Male	85	100	41.5	47.6	11	58.5	66.2	66.9
Female	72	100	28.6	61.4	10	71.4	68.5	67.7
Racial/Ethnic Group								
White	78	100	18.2	63.6	18.2	81.8	89	79.6
African American	72	100	56.5	42	1.4	43.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	12	100	75	16.7	8.3	25	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	88	100	50	44	6	50	49.3	55.4
Social Studies								
All Students	158	100	19	49	32	81	73.8	70.9
Gender								
Male	76	100	16.4	45.2	38.4	83.6	72.3	70.1
Female	82	100	21.3	52.5	26.3	78.8	75.3	71.7
Racial/Ethnic Group								
White	83	100	12.2	45.1	42.7	87.8	90.1	79.2
African American	62	100	30	58.3	11.7	70	58.4	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	13	100	61.5	30.8	7.7	38.5	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	79	100	23.7	59.2	17.1	76.3	60.2	60.8

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 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	236	98.7	21.8	36.2	41.9	78.2	75	72.1	95.7	95.7
Gender										
Male	120	97.5	24.1	34.5	41.4	75.9	69.1	65.2	95.6	95.5
Female	116	100	19.5	38.1	42.5	80.5	81	79.2	95.7	95.8
Racial/Ethnic Group										
White	120	98.3	12.1	32.8	55.2	87.9	91	80.8	95.6	95.8
African American	100	99	34.7	40.8	24.5	65.3	60.2	59.7	95.7	95.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.2	87	96.5	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.7	64.6	96.2	96
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.1	73.4	95.1	95.6
Disability Status										
Disabled	21	85.7	61.1	16.7	22.2	38.9	28.4	27.7	94.8	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.5	63.7	98	96.3
Socio-Economic Status										
Subsidized meals	127	98.4	26	43.1	30.9	74	61.1	61.9	95.4	95.2

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							
2009	3	81	100	9.1	26	64.9	90.9
	4	79	100	24.7	41.6	33.8	75.3
	5	84	100	18.1	51.8	30.1	81.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	17.5	21.3	61.3	82.5
	4	78	98.7	16.2	36.5	47.3	83.8
	5	77	100	26.3	55.3	18.4	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	11.7	40.3	48.1	88.3
	4	79	100	28.6	54.5	16.9	71.4
	5	84	98.8	32.9	42.7	24.4	67.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	26.3	42.5	31.3	73.8
	4	78	98.7	13.5	43.2	43.2	86.5
	5	77	100	40.8	31.6	27.6	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	97.6	13.2	57.9	28.9	86.8
	4	78	100	48.7	50	1.3	51.3
	5	42	97.6	34.1	53.7	12.2	65.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	41	100	35	42.5	22.5	65
	4	77	100	23	68.9	8.1	77
	5	39	100	60.5	36.8	2.6	39.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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							
2009	3	41	100	15	50	35	85
	4	78	100	22.4	61.8	15.8	77.6
	5	42	100	47.6	31	21.4	52.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	42	100	12.5	52.5	35	87.5
	4	77	100	9.5	54.1	36.5	90.5
	5	38	100	44.7	34.2	21.1	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	80	96.3	7.9	28.9	63.2	92.1
	4	78	97.4	21.3	44	34.7	78.7
	5	84	100	28.9	37.3	33.7	71.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	98.8	18.5	37	44.4	81.5
	4	76	100	13.5	32.4	54.1	86.5
	5	76	97.4	33.8	39.2	27	66.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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