



James Island Elementary

1872 Grimball Road
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	453 Students	
Principal	Deborah Davis-Fickling	843-762-8240
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Good	Average
2010	Average	Average
2009	Average	Below Average
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

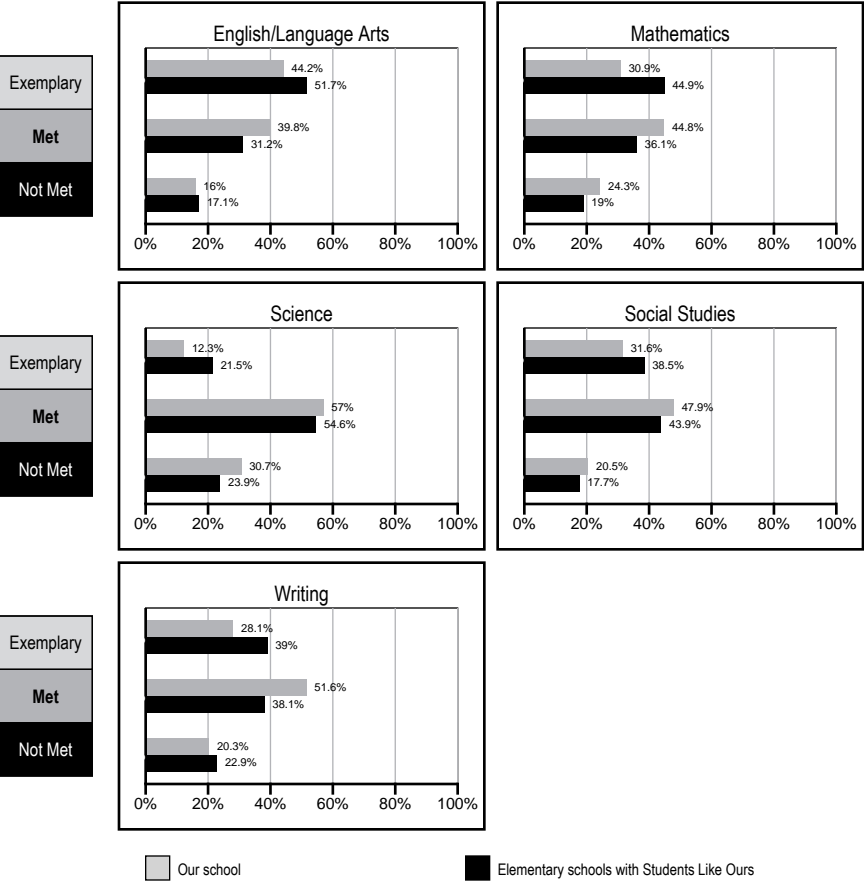
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
47	30	10	1	0

* Ratings are calculated with data available by 11/07/2012.

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

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=453)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	No Change	0.9%	1.0%
Attendance rate	96.4%	Up from 95.8%	96.8%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 58.1%	63.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	94.5%	Up from 94.4%	90.3%	88.7%
Teacher attendance rate	95.5%	Down from 95.6%	95.1%	95.1%
Average teacher salary*	\$48,206	Up 4.7%	\$48,843	\$47,210
Professional development days/teacher	8.5 days	Down from 21.1 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.0 to 1	20.3 to 1	20.0 to 1
Prime instructional time	91.6%	Up from 91.2%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,382	Up 7.4%	\$6,781	\$7,247
Percent of expenditures for instruction**	62.4%	Down from 63.5%	68.4%	68.2%
Percent of expenditures for teacher salaries**	61.7%	Down from 62.2%	66.5%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At James Island Elementary we are proud of the fact that the number of students meeting state standards in English Language Arts on the 2011 state report card was greater than "Other Schools like Ours" across South Carolina. We attribute this to our commitment to the Project Read Program. This evidence-based program is implemented by a dedicated staff that constantly monitors and adjusts instruction to fit student needs. It is noted that 85.6 percent of students across all grade levels met state standards in Math. In addition, 78.8 percent of free and reduced price meal students met math standards. It is our expectation that student achievement will continue to grow as we work to close the Achievement Gap in reading and math. We are proud of the fact that across all grade levels more students achieved Met or Exemplary rating, exceeding the district and state performance in Social Studies. Our success can be attributed to evaluating non-fiction text and applying Project Read strategies across the curriculum. James Island Elementary School is fortunate in that it currently has two outdoor classrooms created in partnership with the College of Charleston, the Department of Natural Resources, Grice Lab, US Fish and Wildlife Service, Soil and Water Conservation, the Parks and Recreation Department and a number of parent and community supporters. These resources enhance the activity-based learning of the science curriculum. These initiatives and staff commitment to resources will ensure the improvement of our science PASS performance and close the achievement gap.

Teachers return to James Island Elementary because of the unique, innovative, and collaborative teaching environment enhanced by parent, teacher and administrative support. Notable is the fact that the majority of our staff chooses to have their own children enrolled at our school. Equally important is that the percentage of teachers returning increased from 90.8% to 94.4%. This is due in part to the fact that James Island Elementary is a beautiful campus with gardens, and a 2.5 acre pond that serves as an outdoor classroom providing instructors a wealth of resources to make learning engaging. While nearly 60% of this staff has advanced degrees, six teachers currently possess National Board Certificates while all members of this staff maintain up to date certificates through the use of staff development opportunities that strengthen their core knowledge and skills.

It is important to note that 95.8% of the staff are satisfied with the social and physical environment of the school and have the highest percentage satisfied with the learning environment. It is evident that James Island Elementary is moving toward excellence through the commitment of staff, students, families and community partners as evidenced by our receipt of the Positive Behavior Intervention and Support Systems (PBIS) Exemplar Award from the State Department of Education.

Deborah Davis-Fickling, Principal

Joan Appleget, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	58	50
Percent satisfied with learning environment	100.0%	93.1%	89.6%
Percent satisfied with social and physical environment	100.0%	98.2%	88.0%
Percent satisfied with school-home relations	100.0%	94.7%	88.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

James Island Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	665.9	646.2	619.2	641.9	99.5	99.5
Male	659.7	645.7	619.2	643.8	99.1	99.1
Female	673.6	646.8	619.1	639.0	100.0	100.0
White	675.6	654.0	626.7	646.7	100.0	100.0
African American	651.4	635.6	602.3	632.0	98.7	98.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.6	634.2	606.9	630.7	99.0	99.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	56	100	14.5	16.4	69.1	85.5
	4	81	100	20.3	46.8	32.9	79.7
	5	69	100	9	44.8	46.3	91
	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
2012	3	71	100	11.9	23.9	64.2	88.1
	4	52	98.1	20.4	36.7	42.9	79.6
	5	68	100	16.9	58.5	24.6	83.1
	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
Mathematics							
2011	3	56	100	25.5	27.3	47.3	74.5
	4	81	100	22.8	44.3	32.9	77.2
	5	69	100	17.9	46.3	35.8	82.1
	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
2012	3	71	100	25.4	35.8	38.8	74.6
	4	52	98.1	20.4	42.9	36.7	79.6
	5	68	100	26.2	55.4	18.5	73.8
	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
Science							
2011	3	28	100	32.1	42.9	25	67.9
	4	81	100	34.2	58.2	7.6	65.8
	5	34	100	30.3	60.6	9.1	69.7
	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
2012	3	36	100	29.4	50	20.6	70.6
	4	52	98.1	32.7	63.3	4.1	67.3
	5	33	100	25.8	58.1	16.1	74.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	28	100	14.8	40.7	44.4	85.2
	4	81	100	25.3	51.9	22.8	74.7
	5	35	100	5.9	32.4	61.8	94.1
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	100	17.6	41.2	41.2	82.4
	4	52	98.1	18.4	51	30.6	81.6
	5	35	100	26.5	50	23.5	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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
Writing							
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	69	100	11.9	40.3	47.8	88.1
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	68	98.5	20.3	51.6	28.1	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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

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