



JAMES ISLAND MIDDLE

1484 Camp Road
Charleston, SC 29412

Grades	6-8 Middle School	
Enrollment	397 Students	
Principal	Murton J. Hudson	843-762-2784
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	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

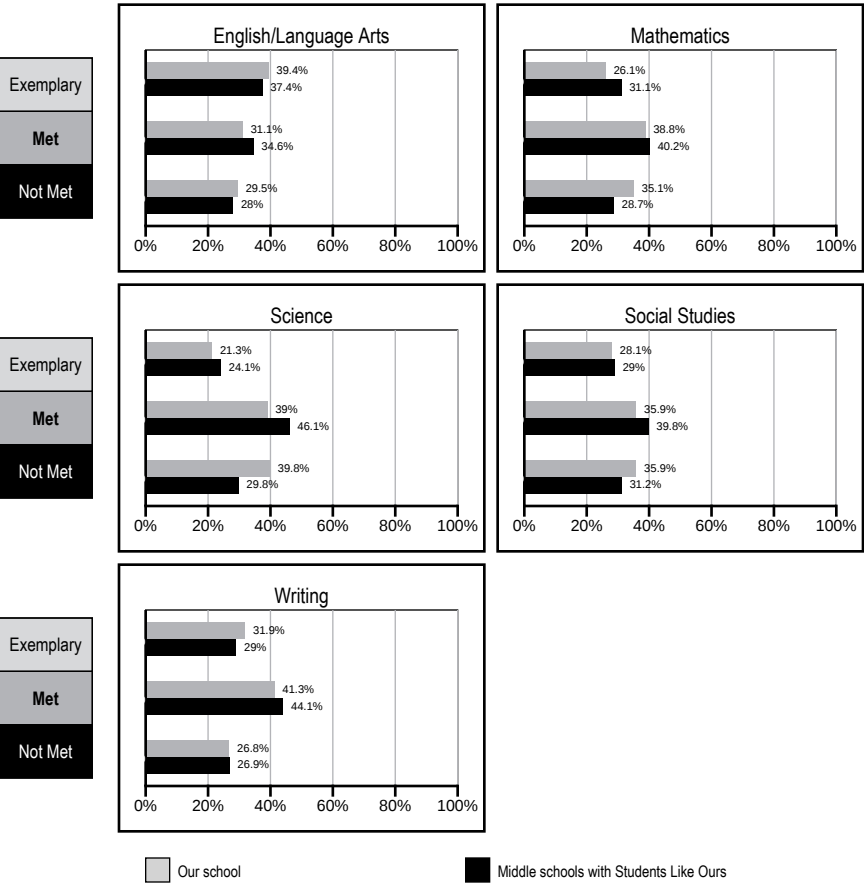
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	40	0	0

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

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	92.3%	96.7%
English 1	N/A	97.3%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	92.3%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=397)				
Students enrolled in high school credit courses (grades 7 & 8)	77.7%	Up from 65.8%	29.5%	24.2%
Retention rate	0.0%	Down from 1.1%	0.9%	0.7%
Attendance rate	95.6%	Down from 95.7%	95.8%	95.9%
Eligible for gifted and talented	23.5%	Up from 19.7%	18.8%	16.4%
With disabilities other than speech	12.2%	Down from 12.4%	12.1%	12.0%
Older than usual for grade	3.0%	Up from 2.7%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.5%	Down from 8.8%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Down from 54.5%	61.3%	58.5%
Continuing contract teachers	92.0%	Up from 81.8%	84.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	4.0%
Teachers returning from previous year	77.2%	Down from 81.5%	85.6%	84.6%
Teacher attendance rate	95.4%	Up from 94.4%	95.5%	95.4%
Average teacher salary*	\$48,318	Up 3.1%	\$47,345	\$46,561
Professional development days/teacher	7.2 days	Up from 6.0 days	10.2 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	24.6 to 1	Down from 24.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.1%	Up from 88.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	98.6%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,141	Up 3.0%	\$7,430	\$7,802
Percent of expenditures for instruction**	69.0%	Up from 67.3%	64.3%	63.8%
Percent of expenditures for teacher salaries**	65.5%	Up from 62.7%	60.9%	60.0%

* 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 raise a family. At James Island Middle School, we are committed to student academics, as well as to educating the “whole child.” 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 have been recognized for our commitment to the PBIS model by being awarded the “Banner Award” by the state. We have also been recognized as having a welcoming environment by being awarded the “Red Carpet Award” by the state as well.

Our community has always played an important part in the success of the school and our students, as evidenced by our involvement with the James Island Community Outreach, a group consisting of community members, religious leaders, law enforcement members, and educators working together for our youth. James Island Middle School features outstanding academics, fine arts, and athletic programs. Our strings program received a Superior rating in the SC Concert Festival, and our band program received an excellent rating. Academically, we accommodate the learning levels and styles of all of our students through our honors, grade-level, and remediation programs. In addition, we offer four high school credit classes to our seventh and eighth grade students. These courses help prepare our students for entrance into the International Baccalaureate Program at James Island Charter High.

We believe that it is critical that students participate in a variety of fine arts programs and extracurricular activities. Our students are 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 our students to gain self-confidence and lifelong 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 citizens through diverse learning experiences in a positively structured environment.

Murton J. Hudson, Principal
Jennifer Weeks, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	119	55
Percent satisfied with learning environment	69.2%	78.2%	70.9%
Percent satisfied with social and physical environment	92.3%	84.0%	75.9%
Percent satisfied with school-home relations	76.9%	89.9%	71.7%

* Only students at the highest middle 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

NO

This school met 17 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	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	22.7%	0.0%	No
Student attendance rate	95.6%	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	393	99.8	29.3	31.2	39.5	79.3	85	83.5	Yes	Yes
Gender										
Male	197	99.5	30.9	31.4	37.8	76.1	81.6	80.1	N/A	N/A
Female	196	100	27.7	31	41.3	82.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	191	100	8.8	28.2	63	95	95.3	89.6	Yes	Yes
African American	193	99.5	50.3	33.9	15.8	63.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	45	97.8	80	15	5	27.5	49	51.7	No	Yes
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	2	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	99.5	46.4	32.6	21	64.1	76.4	76.9	Yes	Yes

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

All Students	393	99.8	37.1	39	23.9	72.6	81	80.4	Yes	Yes
Gender										
Male	197	99.5	38.8	39.4	21.8	72.9	78.9	78.4	N/A	N/A
Female	196	100	35.3	38.6	26.1	72.3	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	191	100	15.5	45.3	39.2	92.8	94.5	87.8	Yes	Yes
African American	193	99.5	59	33.3	7.7	52.5	68	69.3	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	45	97.8	82.5	12.5	5	25	43.8	46.1	No	Yes
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	2	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	99.5	55.2	32	12.7	55.2	70.2	72.8	No	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
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Science

All Students	268	99.6	39.3	39.3	21.4	60.7	67.4	67.3
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Gender								
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Male	130	99.2	33.3	41.5	25.2	66.7	66.2	66.9
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Female	138	100	45	37.2	17.8	55	68.5	67.7
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Racial/Ethnic Group								
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White	131	100	18.4	45.6	36	81.6	89	79.6
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African American	132	99.2	61	32.5	6.5	39	46.7	49.7
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Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.7	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.7	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
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Disability Status								
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Disabled	31	100	N/A	N/A	N/A	21.4	29.2	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency								
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Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.2	58.6
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Socio-Economic Status								
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Subsidized meals	130	99.2	57.5	32.5	10	42.5	49.3	55.4
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Social Studies

All Students	266	99.3	35.2	36.4	28.5	64.8	73.8	70.9
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Gender								
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Male	140	98.6	33.6	33.6	32.8	66.4	72.3	70.1
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Female	126	100	37	39.5	23.5	63	75.3	71.7
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Racial/Ethnic Group								
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White	126	99.2	14.3	37	48.7	85.7	90.1	79.2
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African American	134	99.3	55.5	35.2	9.4	44.5	58.4	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.6	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
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Disability Status								
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Disabled	30	96.7	74.1	18.5	7.4	25.9	38.9	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency								
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	68
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Socio-Economic Status								
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Subsidized meals	130	98.5	56.7	32.5	10.8	43.3	60.2	60.8
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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	393	99.8	26.6	41.4	32	73.4	75	72.1	95.6	95.7
Gender										
Male	197	99.5	30.9	41.5	27.7	69.1	69.1	65.2	95.2	95.5
Female	196	100	22.3	41.3	36.4	77.7	81	79.2	96.1	95.8
Racial/Ethnic Group										
White	191	100	9.4	37.6	53	90.6	91	80.8	95.6	95.8
African American	193	99.5	44.3	45.4	10.4	55.7	60.2	59.7	95.7	95.5
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.2	87	96.2	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.7	64.6	97	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	99.4	95.6
Disability Status										
Disabled	47	97.9	79.1	18.6	2.3	20.9	28.4	27.7	93.7	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	2	I/S	I/S	I/S	I/S	I/S	63.5	63.7	98.9	96.3
Socio-Economic Status										
Subsidized meals	194	99.5	41.1	44.4	14.4	58.9	61.1	61.9	95.1	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	13	44	43	87
	7	143	99.3	32.4	27.2	40.4	67.6
	8	141	100	38.2	25.7	36	61.8

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	19	35	46	81
	7	143	99.3	43.4	36.8	19.9	56.6
	8	141	100	44.1	44.1	11.8	55.9

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	54	98.2	44.7	40.4	14.9	55.3
	7	142	100	36	43.4	20.6	64
	8	72	100	42	30.4	27.5	58

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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	55	96.4	20	60	20	80
	7	142	100	38.2	25.7	36	61.8
	8	69	100	40.3	40.3	19.4	59.7
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
2010	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	108	100	19.2	43.4	37.4	80.8
	7	143	99.3	31.6	41.9	26.5	68.4
	8	142	100	27	39.4	33.6	73

Abbreviations for Missing Data

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