## South Carolina Department of Education

## CHARTER SCHOOL

## 2019 ANNUAL REPORT

## TEMPLATE

**Charter School Submission Deadline to Sponsor: December 31, 2019**

**Sponsor Submission Deadline to SCDE:**

**January 31, 2020**

**School Name: James Island Charter High School**

**Sponsor: Charleston County School District**

**Date of Submission to Sponsor: December 20, 2019**

# I. INTRODUCTION

Pursuant to S.C. Code Ann. § 59-40-140(H), the South Carolina Department of Education (SCDE) has developed this annual report template for charter schools to use in reporting to their sponsors. A charter school is required to submit, at least annually to its sponsor, a report that shall include the following, at a minimum:

1. the number of students enrolled in the charter school from year to year;
2. the success of students in achieving the specific educational goals for which the charter school was established;
3. an analysis of achievement gaps among major groupings of students in both proficiency and growth;
4. the identity and certification status of the teaching staff;
5. the financial performance and sustainability of the sponsor’s charter schools; and
6. board performance and stewardship including compliance with applicable laws.

The report shall provide all other information as required by the charter school sponsor and the SCDE.

In turn, sponsors are required by law to annually evaluate the following conditions that warrant the nonrenewal or revocation of a school’s charter:

* the commission of a material violation of the conditions, standards, or procedures provided for in the charter application;
* failure to make or meet reasonable progress, as defined in the charter application, toward pupil achievement standards as identified in the charter application;
* failure to meet generally accepted standards of fiscal management; and
* violation of any law from which the school was not specifically exempted.

This annual report template is designed to elicit a comprehensive picture of a charter school’s recently completed academic year as it relates to the school’s performance in those areas impacting charter school accountability: academic achievement, compliance, operations/governance, and financial viability.

# II. ANNUAL REPORT SUBMISSION GUIDELINES



**Annual Report Submission:** The annual report shall be due on **December 31** following each full school year in which the charter school is in operation. The board of trustees of a charter school should make the annual report available to the parents or guardians of the students enrolled in the charter school. In accordance with S.C. Code Ann. § 59-40-140 (H), the charter school shall submit an annual report to its sponsor, and the sponsor shall compile the annual reports of all of its charter schools into a single document that must be submitted to the SCDE by January 31. Insofar as the sponsor of a charter school is the charter school’s local education agency (LEA), the charter school is advised to submit its annual report to the sponsor’s superintendent.

 **Submission Requirements:**

**Charter School**: Please confirm with the sponsor of the charter school the desired format for submission (paper or electronic); the annual report is due to the charter school sponsor no later than **5:00 p.m. on December 31.**

**Charter Sponsor**: An electronic copy of the annual report is due to the SCDE no later than **5:00 p.m. on January 31**. The electronic copy should be submitted to: charterschools@ed.sc.gov. In the subject line include the **sponsor’s name/school’s name/2018 Annual Report**.

**Format**: All schools must use the provided Annual Report template and appendices templates. Each question in the application template that requires a written response includes a page limit. Answers should stay within those guidelines. Contact the SCDE Charter Schools Program at 803-734-2781 or at charterschools@ed.sc.gov if you have any questions regarding the provided templates.

**Annual Report Review:** All reports must be clear and fully complete in order to be evaluated by both the sponsor and the SCDE. The SCDE will review annual reports upon their submission.

## III. ANNUAL REPORT QUESTIONS

**1. GENERAL SCHOOL INFORMATION**

In the table below, provide the following general school information:

|  |
| --- |
| **1. General School Information** |
| Name of School | James Island Charter High School |
| Year School Opened | 2003 |
| Charter Renewal Date | 2028 |
| Grade Level(s) | 9-12 |
| School Address(es) | 1000 Fort Johnson Road |
| School Website Address | Jichs.ccsdschools.com |
| Name of School Leader | Tim Thorn |
| School Leader’s Phone Number | 843-762-5204 |
| School Leader’s E-mail | timothy\_thorn@charleston.k12.sc.us |
| Name of Board President | Abby Wilkins |
| Board President’s Phone Number | 843-532-6188 |
| Board President’s E-mail | abby.wilkins@comcast.net |
| Name of Sponsor/Local Education Agency | Charleston County School District |

**2. SCHOOL ENROLLMENT**

In the table below, provide the following information regarding school enrollment for grade levels applicable to the school:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Maximum Enrollment at Charter School** | **135-Day Count****2018-19**  | **45-Day Count****2019-20** |
| Pre-K |  |  |  |
| K |  |  |  |
| Grade 1 |  |  |  |
| Grade 2 |  |  |  |
| Grade 3 |  |  |  |
| Grade 4 |  |  |  |
| Grade 5 |  |  |  |
| Grade 6 |  |  |  |
| Grade 7 |  |  |  |
| Grade 8 |  |  |  |
| Grade 9 |  | 403 | 391 |
| Grade 10 |  | 399 | 396 |
| Grade 11 |  | 371 | 383 |
| Grade 12 |  | 331 | 344 |
| **Total** |  | 1504 | 1514 |

**3.  EDUCATIONAL PROGRAM AND ACCOUNTABILITY**

In the following sections, please reflect on the educational program, student performance data, academic goals, and progress towards the academic goals.

**3.1. Academic Performance**

**Academic Performance Narrative (LIMIT YOUR RESPONSE TO THREE PAGES)**

Using applicable data from the past school year’s SC READY, SCPASS, ACT WorkKeys®, ACT®, and End of Course test scores, provide a narrative, beginning on the next page, in which you:

* describe the school’s statewide assessment results
* provide an analysis of achievement gaps among major groupings of students in both proficiency and growth
* provide an explanation of how the school will close gaps and maintain or improve results.

End-of-Course Examination Results

End-of-Course Examination (EOCE) data indicated that 82.4% of students who took an EOCE passed (score of 60% or above). The following is a breakdown by subgroups:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subgroup** | **EOCE Pass Rate** | **Math** | **English** | **Biology** | **US History** |
| All Students | 82.39% | 82.49% | 86.10% | 86.19% | 74.38% |
| Male | 82.54% | 80.10% | 82.19% | 85.86% | 82.02% |
| Female | 82.22% | 85.28% | 90.76% | 86.55% | 67.03% |
| White | 88.76% | 90.09% | 93.21% | 90.36% | 81.54% |
| African American | 66.57% | 70.00% | 67.29% | 72.60% | 55.70% |
| Hispanic | 75.76% | 64.71% | 84.62% | 86.36% | 64.29% |
| Other | 78.69% | 73.33% | 94.44% | 83.33% | 50.00% |

 ACT Results

ACT results indicated that the average composite score for all 3rd year students was 20.7. The following is a breakdown by subgroups. Please note that 3rd year students had the option of taking the ACT, SAT, or opting out of college entrance examinations.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subgroup** | **Composite** | **English** | **Math** | **Reading** | **Science** | **# Tested** |
| All Students | 20.7 | 20.1 | 19.9 | 21.8 | 20.8 | 234 |
| Gifted & Talented | 24.2 | 23.8 | 22.6 | 26.0 | 23.9 | 95 |
| Free Lunch | 16.2 | 14.8 | 16.9 | 16.3 | 16.8 | 31 |
| Reduced Lunch | 20.7 | 21.7 | 20.0 | 21.3 | 20.0 | 6 |
| Paid Lunch | 21.4 | 20.9 | 20.3 | 22.6 | 21.5 | 197 |
| Male | 21.2 | 20.2 | 20.6 | 22.1 | 21.4 | 112 |
| Female | 20.3 | 20.0 | 19.2 | 21.4 | 20.3 | 122 |
| White | 22.0 | 21.6 | 20.8 | 23.1 | 21.9 | 178 |
| African American | 16.1 | 14.8 | 16.3 | 16.1 | 16.8 | 45 |
| Hispanic | 19.6 | 16.4 | 19.0 | 24.0 | 19.8 | 5 |
| Other | 19.5 | 17.3 | 19.8 | 21.0 | 18.8 | 6 |

SAT Results

During the 2018-2019 school year the average SAT score for 3rd year students was 1062 overall with EBRW and Math averages of 546 and 516, respectively. Please note that 3rd year students had the option of taking the ACT, SAT, or opting out of college entrance examinations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup** | **Total** | **EBRW** | **Math** | **# Tested** |
| All Students | 1062 | 546 | 516 | 205 |
| Gifted & Talented | 1174 | 607 | 567 | 79 |
| Free Lunch | 901 | 462 | 439 | 27 |
| Reduced Lunch | 978 | 511 | 467 | 11 |
| Paid Lunch | 1094 | 562 | 532 | 167 |
| Male | 1064 | 543 | 521 | 99 |
| Female | 1061 | 549 | 512 | 106 |
| White | 1108 | 570 | 538 | 150 |
| African American | 909 | 464 | 445 | 45 |
| Hispanic | 983 | 510 | 473 | 7 |
| Other | 1247 | 643 | 603 | 3 |

WIN Career Readiness Assessment

For the 2018-2019 school year, James Island Charter gave all third-year students the WIN Career Readiness Assessment. The table below shows the proportion of students within each subgroup that met the benchmark, scoring a 4 or higher, on each content area subtest. Additionally, the table shows the proportion of students from each subgroup that passed the Essential Soft Skills assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup** | **Applied Mathematics** | **Locating Information** | **Reading for Information** | **Essential****Soft Skills** |
| All Students | 86.20% | 85.63% | 92.96% | 87.04% |
| Free Lunch | 68.97% | 68.97% | 81.03% | 72.41% |
| Reduced Lunch | 82.35% | 82.35% | 88.24% | 76.47% |
| Paid Lunch | 90.00% | 89.29% | 95.71% | 90.71% |
| Male | 91.53% | 87.01% | 92.66% | 84.18% |
| Female | 80.90% | 84.27% | 93.26% | 89.89% |
| White | 92.94% | 90.98% | 95.29% | 92.16% |
| African American | 67.09% | 67.09% | 84.81% | 73.42% |
| Hispanic | 61.54% | 84.62% | 92.31% | 76.92% |
| Other | 100.00% | 100.00% | 100.00% | 75.00% |

To improve EOCE, college entrance examinations, and the WIN Career Readiness Assessment scores among the lower-performing subgroups, data from 8th grade will be used to schedule at-risk students for additional classes and coursework. Review guides and after-school sessions, with incentives, will be offered prior to each of the exams in all content areas.

Each week teachers meet in Professional Learning Communities to revise curriculum maps, create common assessments aligned to State standards, and monitor student progress. The PLC structure aims to ensure that all of our students receive instruction that matches the rigor and depth of knowledge required for exceeding the benchmark scores on college entrance examinations. Teachers have access to student grades, previous test scores, and applicable student accommodation plans.

To specifically improve EOCE scores, administrators and guidance counselors will use information from IGP meetings to better guide students in the selection of courses that would best prepare them for success in EOCE courses. At-risk students among the subgroups will complete a multi-part course sequence before taking the EOCE (Foundations of Algebra / Intermediate Algebra, Vocabulary / English 1, Civics / US History, and Integrated Science / Earth Science / Biology 1) in order to improve academic performance. Multiple content recovery and exam preparation sessions will be offered to these students with incentives for attending 100% of all sessions leading up to final exams in courses. All teachers will be cross-training others in their department on successful instructional strategies within their Professional Learning Communities on a weekly basis. In regards to US History EOCE results, JICHS will continue to offer “Civics” as a prerequisite course to US History for students who require additional reading, writing, and content interventions. These strategies will specifically target students in various subgroups for additional support and assistance.

To specifically improve college entrance examination scores, JICHS will make students’ previous PreACT and PSAT data accessible to classroom teachers. In addition, this assessment data is used to guide instruction and course progression. Student data conferences will be held to encourage students to take courses that will prepare them for the college entrance examinations before the spring of their Junior year. These advanced courses include Pre-Calculus/Algebra 3, Chemistry/Physics, Statistics, and English. JICHS will continue to offer ACT and SAT preparation courses within the school day, taught by certified instructors, in order to better prepare students to take these exams. JICHS will also administer the CERT test to all students at least three times over the course of the school year, per core subject area. These assessment results are immediately available to teachers and students. Remediation for deficiencies can be addressed through the CERT testing platform. Teachers will be provided with additional professional development opportunities to improve the teaching and learning process (expectations, instructional strategies, content, assessment/feedback) that would most benefit student academic performance and achievement.

Mobile technology labs equipped with classroom sets of Chromebooks or iPads will be available for teachers to incorporate test preparation (USA Test Prep / IXL / Khan Academy) into long-range planning. JICHS will continue to maintain awareness of current assessment trends and requirements while teachers continue to utilize state testing resource documents. Test-taking strategies will be incorporated into the planning, preparation, coordination, and execution of classroom lesson plans.

At the beginning of the 2019-2020 school year, we created an instructional coach position. The instructional coach is responsible for planning and implementing school wide professional development, coaching teachers on best practices, and assessing instructional needs both individually and at the school level.

JICHS will continue to offer the Summer Bridge program as a way of providing additional support to at-risk incoming freshmen. Potential first-generation college students were invited to apply for our first AVID cohort for the 19-20 school year, which aims to equip them with the skills and experiences they’ll need in order for them to have an opportunity to attend college after graduation.

In addition,we will continue offering support through curricula such as the SREB courses in college-ready literacy for seniors.

**3.2. Academic Goals and Performance**

Identify the **academic** goals set forth in the school’s current charter. For each academic goal use the tables below to describe the goal, the measure or metric to be used, the target for the goal and describe the success of students in achieving the specific educational goals for which the school was established. For goals not met, explain why and what steps the school is taking to progress towards goal attainment.

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| **Academic Goal 1** |
| **Goal** | Annual increase in the percentage of graduates that are college and career ready as defined by the state. |
| **Measure/Metric** | % of graduates who meet college and career ready requirements  |
| **Target** | Baseline Data gathered during the SY 2018-2019. Target during the SY 2019-2020 is an increase from 56.5%. |
| **Actual Outcome and Explanation** | **Outcome:**Based on the 2019 JICHS School Report Card, 56.5% (183/324) of diploma earners were college AND career ready. **Explanation:**SY 2018 - 2019 marked the 2nd year our school was assessed using the new report card format. JICHS now has a better understanding of the State’s metrics, including assessment criteria and reporting. It is important to note that 61.7% of our students were determined to be college ready, 75.6% were determined to be career ready, and 80.9% were determined to be college or career ready. **Action Plan:**To specifically improve college entrance examination scores, JICHS will make students’ previous PSAT and AP Potential data accessible to classroom teachers. In addition, this assessment data is used to guide instruction and course progression. JICHS will continue to offer ACT and SAT preparation courses within the school day, taught by certified instructors, in order to better prepare students to take these exams. JICHS will also administer the CERT test to all students at least three times over the course of the school year, per core subject area. These assessment results are immediately available to teachers and students. Remediation for deficiencies can be addressed through the CERT testing platform. Teachers will be provided with additional professional development opportunities to improve the teaching and learning process (expectations, instructional strategies, content, assessment/feedback) that would most benefit student academic performance and achievement. JICHS will continue to offer the ASVAB test and Work-Based Learning opportunities to our students during the SY 2019-2020. The JICHS CTE and counseling departments are working to identify students that have completed two or three CTE courses within a cluster; as a team JICHS encourages these students to enroll in the final courses needed to earn completer status. JICHS provides seniors that did not earn Silver+ on the WIN Career Readiness Assessment an opportunity to retest one time during their senior year. |

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| **Academic Goal 2** |
| **Goal** | Annual increase in student participation in additional rigorous coursework through positive relationships, community building activities, family engagement, and student support. |
| **Measure/Metric** | % of 9th and 10th grade students enrolled in at least 2 Honors/AP courses and % of 11th and 12th grade students enrolled in an IB/AP/Dual Enrollment course |
| **Target** | Baseline Data gathered during the SY 2018-2019.  |
| **Actual Outcome and Explanation** | **Outcome:** There were 167 International Baccalaureate Assessments given during the 2018-2019 school year with an 82.6% pass rate. There were 15 IB courses offered and 15/19 students earned the IB Diploma. There were 365 Advanced Placement tests given with a 56.2% pass rate with 14 Advanced Placement courses offered. There were 213 students that took at least one Dual Enrollment course. The overall passage rate was 93.9%. **Explanation:** To more closely align with our charter goal, beginning in SY 2019 - 2020 JICHS will measure the percentage of 9th and 10th grade students enrolled in at least 2 Honors/AP courses and the percentage of 11th and 12th grade students enrolled in at least 1 IB/AP/Dual Enrollment course to determine participation in rigorous courses. This will allow for tracking within each grade level over the course of four years.**Action Plan:** The PSAT, ACT and AP Potential data will continue to be used toidentify students who have the potential of scoring 3 or higher on AP tests and 4 or higher on IB examinations. These students, with the support of their parents, will be strongly encouraged to enroll in AP / IB courses. Administrators, guidance counselors, and teachers will continue to provide information to students regarding the benefits of enrolling in upper-level and challenging courses. JICHS will continue to offer a select AP courses to incoming freshmen and sophomores. The IB Coordinator will provide professional development during PLC time to guidance counselors on how to better identify possible AP/IB students to ensure that the proper students are enrolled for these courses. Program of Studies has been revised to increase access to higher level coursework. JICHS will continue to offer the Summer Bridge program as a way of providing additional support to at-risk incoming freshmen. Potential first-generation college students were invited to apply for our first AVID cohort for the 19-20 school year, which aims to equip them with the skills and experiences they’ll need in order for them to have an opportunity to attend college after graduation.  |

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| --- |
| **Academic Goal 3** |
| **Goal** | Annual decrease in the achievement gap for historically underachieving populations.  |
| **Measure/Metric** | % decrease in achievement gap |
| **Target** | Decrease in  |
| **Actual Outcome and Explanation** | **Outcome:**During SY 2017-2018, the EOCE passage rate of African-American students was 32.8% less than the passage rate of white students. During SY 2018-2019, the EOCE passage rate of African-American students was 22.2% less than the passage rate of white students. During SY 2017-2018, the WIN Ready to Work pass rate of African-American students were 32.3%, 31.3%, and 27.1% less than the WIN passage rates for white students on the Applied Mathematics, Locating Information, and Reading for Information subtests, respectively. During SY 2018-2019, the WIN Ready to Work passage rate of African-American students were 25.9%, 23.9%, and 10.5% less than the WIN passage rates for white students on the Applied Mathematics, Locating Information, and Reading for Information subtests, respectively. JICHS had 39% (14/36) of ELL students exit out of the program based on the WIDA test during the 2018-2019 SY. Of the students tested, 81% (29/36) raised their scores on the WIDA test. **Explanation:**The difference in passage rates between African-American students and their white peers decreased during SY 2018-2019. ELL success on WIDA improved, with many students exiting the program based on their performance. JICHS recognizes that our African-American students and English Language Learners are only two of many subgroups of historically underachieving students represented at our school. During SY 2019-2020, JICHS will expand the metrics used to identify achievement gaps to include students with disabilities, socio-economically disadvantaged students, and other minority students. In addition to performance on EOCE and WIN, JICHS plans to monitor student progress on CERT assessments.**Action Plan:**JICHS will continue to identify students in the subgroups in need of remediation in order to address specific deficiencies. This goal can be accomplished using the USA Test Prep Program and incentivising EOCE after-school and weekend review sessions for students. EOCE standards, topics, discussions, and questions will continue to be incorporated into all EOCE courses. Strategies that address weaknesses will be implemented. Furthermore, JICHS will administer CERT assessments to all students at multiple points during SY 2019-2020. These assessment results will be used to identify remediation needs, guide instruction, and monitor student growth. JICHS will continue to maintain awareness of current assessment trends and requirements while teachers continue to utilize state testing resource documents. JICHS will continue to maintain high expectations for student participation and achievement.JICHS has restructured many of our leadership subcommittees to include groups devoted to motivating minority students, combating the impact of poverty in the classroom, and improving the school’s climate. These teacher-led groups have offered professional learning to our faculty and taken actions to improve outcomes for our historically underachieving students. JICHS will continue to support these action research initiatives.   |

**4. SCHOOL STAFF**

In its discretion a charter school may hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.

Use the template titled “Instructional Staff Information Appendix” to provide the requested information. Save the completed template as “Instructional Staff Information Appendix” and attach it to this report.

|  |
| --- |
| **4. School Instructional Staff** |
| Name | Certification # | Area(s) of Certification | Course(s) Taught |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**5. FINANCIAL PERFORMANCE AND SUSTAINABILITY**

Attach as appendices to this report:

* the school’s audited FY2019 report on financial statements
* the FY2020 approved school budget

**6. BOARD PERFORMANCE AND STEWARDSHIP**

**6.1. Board Member Information**

Use the template titled “Board Member Information Appendix” to provide the requested information. Save the completed template as “Board Member Information Appendix” and attach it to this report.

|  |
| --- |
| **6.1. Board Member Information** |
| **Name** | **Email Address** | **Background**(ex. finance, education, business, parent, etc.) | **Date****Elected/ Appointed** | **Date of Orientation Training** | **Orientation Training Provider** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**6.2. Board Compliance**

In the table below, provide the information regarding Board of Trustee Compliance.

|  |
| --- |
| **6.2. Board Compliance** |
| **Board of Trustee Compliance** | **Response** |
| Number of board members required per charter. | 7 |
| Date of most recent board election. | 10/9/19 |
| Link to website where meeting dates, agendas, and minutes are published, if published online. If not, provide the address of the office where they are maintained. | <https://app.charterboards.com/public/james-island-charter-high-school> |
| Number and name of active committees. | Finance Committee |

**7. Accreditation**

Is the charter school seeking SCDE Charter School Accreditation? SELECT A CHOICE BELOW

*Please see* [*https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-accreditation/*](https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-accreditation/) *for more information*

* **Yes** ☐No ☐ Already have designation

Please indicate any and all accreditations that the charter school holds, if applicable:

*(AdvancED, American Montessori Society, etc.)*

**AdvancED**

**8. ADDITIONAL INFORMATION REQUIRED BY THE SPONSOR**

The Sponsor is permitted to request additional information as part of this annual report. Such additional information should be included in this section and submitted to the SCDE with the sponsor’s annual report.