



Charleston School of the Arts

1600 Saranac St.
North Charleston, SC

| | | |
|-----------------------|-------------------------|--------------|
| Grades | 6-12 High School | |
| Enrollment | 1,009 Students | |
| Principal | James Reinhart | 843-529-4990 |
| 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 | Excellent | Excellent |
| 2008 | Excellent | Good |
| 2007 | Excellent | Excellent |
| 2006 | Excellent | Good |
| 2005 | Excellent | Excellent |

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6 | 0 | 0 | 0 | 0 |

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|------|------|--------------------------------------|------|------|
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| Passed 2 subtests (%) | 97.2 | 97.1 | 99.3 | 92.5 | 95.4 | 92.2 |
| Passed 1 subtest (%) | 2.1 | 2.9 | 0.7 | 4.8 | 3.2 | 5.9 |
| Passed no subtests (%) | 0.7 | N/A | N/A | 3.2 | 2.3 | 2.8 |

HSAP Passage Rate by Spring 2009

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 100.0% | 98.8% |

On-Time Graduation Rate

| | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 129 | 268 |
| Number of Diplomas | 125 | 239 |
| Rate | 96.9% | 78.8% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 94.8 | 91.2 |
| English 1 | 99.3 | 90.8 |
| Physical Science | 95.0 | 81.9 |
| US History and the Constitution | 74.5 | 71.2 |
| All Tests | 90.1 | 83.4 |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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 | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=1,009) | | | | |
| Retention rate | 0.0% | No Change | 2.3% | 4.8% |
| Attendance rate | 96.8% | Down from 97.9% | 96.7% | 95.5% |
| Eligible for gifted and talented | 30.3% | Up from 23.0% | 15.2% | 9.2% |
| With disabilities other than speech | 2.8% | Down from 2.9% | 7.6% | 12.6% |
| Older than usual for grade | 0.2% | Down from 0.3% | 2.9% | 8.6% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.0% | Down from 1.1% | 0.7% | 1.2% |
| Enrolled in AP/IB programs | 42.2% | Up from 41.3% | 39.4% | 13.2% |
| Successful on AP/IB exams | 66.5% | Up from 64.3% | 70.1% | 55.6% |
| Eligible for LIFE Scholarship | 45.2% | Down from 51.2% | 66.4% | 29.8% |
| Annual dropout rate | 0.0% | No Change | 1.1% | 3.5% |
| Career/technology students in co-curricular organizations | 0.0% | No Change | 0.0% | 3.0% |
| Enrollment in career/technology courses | 136 | Down from 168 | 551 | 523 |
| Students participating in work-based experiences | 15.5% | Up from 9.9% | 16.1% | 12.9% |
| Career/technology students attaining technical skills | 99.3% | Up from 98.8% | 92.8% | 79.3% |
| Career/technology completers placed | N/A | N/A | 99.2% | 98.8% |
| Teachers (n=74) | | | | |
| Teachers with advanced degrees | 58.1% | Down from 60.3% | 68.0% | 58.6% |
| Continuing contract teachers | 77.0% | Down from 80.9% | 77.0% | 71.6% |
| Teachers with emergency or provisional certificates | 11.3% | Down from 16.7% | 6.1% | 8.1% |
| Teachers returning from previous year | 89.3% | Down from 91.5% | 88.5% | 85.0% |
| Teacher attendance rate | 96.1% | Up from 95.6% | 96.1% | 95.5% |
| Average teacher salary* | \$47,961 | Up 4.1% | \$50,124 | \$47,761 |
| Professional development days/teacher | 8.0 days | Down from 10.6 days | 10.1 days | 10.8 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 26.3 to 1 | Up from 26.0 to 1 | 26.3 to 1 | 26.1 to 1 |
| Prime instructional time | 90.6% | Down from 91.5% | 91.1% | 89.8% |
| Dollars spent per pupil** | \$6,519 | Up 9.1% | \$7,244 | \$7,883 |
| Percent of expenditures for teacher salaries** | 63.3% | Down from 66.8% | 57.0% | 54.1% |
| Percent of expenditures for instruction** | 69.8% | Down from 72.4% | 63.6% | 60.2% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 33.0% | Down from 87.5% | 99.3% | 95.8% |
| Character development program | Excellent | Up from Good | Good | Good |
| Modern language program assessment | N/A | N/A | Good | Average |
| Classical language program assessment | N/A | N/A | N/A | Good |

* 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

Performance By Student Groups

| | HSAP Passage Rate by Spring 2009 | | End of Course Passage Rate | | Graduation Rate | | |
|------------------------------|----------------------------------|--------|----------------------------|-------|-----------------|--------|---------------------|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 118 | 100.0% | 477 | 90.1% | 129 | 96.9% | Yes |
| Gender | | | | | | | |
| Male | 42 | 100.0% | 186 | 91.4% | 46 | 97.8% | N/A |
| Female | 76 | 100.0% | 291 | 89.3% | 83 | 96.4% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 81 | 100.0% | 340 | 92.4% | 90 | 95.6% | N/A |
| African American | 32 | 100.0% | 111 | 82.0% | 34 | 100.0% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 20 | 95.0% | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | N/A | N/A | 17 | 88.2% | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 19 | 100.0% | 64 | 73.4% | 20 | 100.0% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Charleston School of the Arts takes pride in announcing, that once again, we have been recognized as one of the top schools in our state. This recognition is based on the school's strong SAT scores. This year's scores averaged out at 1608. Just as importantly, we were honored with the very impressive news that indicated we were given the "Silver" award from the U.S. News and World Report. This commendation was based on our very solid and impressive Advanced Placement scores and several other pertinent performance factors. Our ranking placed us as one of the top two schools in our state. Moreover, we continue to be ranked as one of the top 500 schools in the nation.

The fine arts programs in our school have also received national acclaim. Creative writing and visual arts students have been recognized in New York with top national awards from the Scholastic company. Ratings of "Superior" have been bestowed upon our students at nationally adjudicated band, orchestra, and vocal music competitions. Additionally, our student theatrical productions, dance performances, and piano recitals are magnificently presented and continue to endow our school with honors and awards.

Performance scores from College Board in our seven Advance Placement courses rank us among the highest in the district. Achievement and performance measures from MAP, HSAP and End of Course assessments remain equally impressive as a quality indicator of student success. This year also provided us with the opportunity to celebrate in receiving the South Carolina Palmetto Gold awards for outstanding achievement and for reducing the achievement gap between student populations. Student achievement and peak performance has allowed our senior class to receive 4.5 million dollars in college scholarships this past year.

Great pride is taken in having a diverse population that is represented by students from every corner of Charleston County. Our current enrollment sits at approximately 1000 wonderful students. Our students bring unique talents and quality personal experiences that enrich our school in every way. All of our students are highly creative and independent thinkers who understand the power of collaboration in solving problems. Students are regularly challenged to critically analyze and hypothesize within an authentic instructional environment.

We strongly believe that the culture and climate within our student-centered school community provides an experience that supports our expectation of personal best student performance at the School of the Arts. Superior student achievement is exemplified through a perfect blend of academic and artistic excellence in a unique sixth through twelfth grade setting. We at School of the Arts, not only believe that dreams can come true, but we regularly turn our dreams into reality. Students, staff and parents alike work as a team, focused on accomplishing common goals. Shared dedication, passion, creativity and collaboration are required to achieve and meet our goals.

James J. Reinhart, Principal

Terry Murphy, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 54 | 81 | 75 |
| Percent satisfied with learning environment | 92.6% | 81.5% | 94.7% |
| Percent satisfied with social and physical environment | 90.7% | 81.3% | 82.2% |
| Percent satisfied with school-home relations | 98.1% | 91.4% | 91.8% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress YES

This school met 9 out of 9 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 N/A

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 Data

| | 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 | 3.9% | 0.0% | No |

Abbreviations for Missing Data

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

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|------|------|------|------|------|-----|-----|
| All Students | 139 | 100 | 0 | 6.5 | 35.3 | 58.3 | 97.8 | 64.1 | 61.8 | Yes | Yes |
| Male | 50 | 100 | 0 | 10 | 40 | 50 | 98 | 60.7 | 57.4 | N/A | N/A |
| Female | 89 | 100 | 0 | 4.5 | 32.6 | 62.9 | 97.8 | 67 | 66.1 | N/A | N/A |
| White | 105 | 100 | 0 | 7.6 | 27.6 | 64.8 | 98.1 | 86.8 | 74.3 | Yes | Yes |
| African American | 30 | 100 | 0 | 3.3 | 56.7 | 40 | 96.7 | 44.5 | 44.9 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 85.5 | 77.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 59.5 | 50.3 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 55.4 | I/S | I/S |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 23.9 | 19.4 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 44.6 | 38.5 | I/S | I/S |
| Subsized meals | 13 | 100 | 0 | 7.7 | 61.5 | 30.8 | 92.3 | 42 | 45.6 | I/S | I/S |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 139 | 100 | 0.7 | 8.6 | 28.8 | 61.9 | 97.1 | 62.9 | 62.7 | Yes | Yes |
| Male | 50 | 100 | 0 | 10 | 26 | 64 | 98 | 63.2 | 61.8 | N/A | N/A |
| Female | 89 | 100 | 1.1 | 7.9 | 30.3 | 60.7 | 96.6 | 62.5 | 63.6 | N/A | N/A |
| White | 105 | 100 | 0 | 4.8 | 25.7 | 69.5 | 98.1 | 88.2 | 75.1 | Yes | Yes |
| African American | 30 | 100 | 3.3 | 20 | 43.3 | 33.3 | 93.3 | 40.7 | 45.1 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 89.1 | 83.8 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 63.1 | 58.5 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 59.2 | I/S | I/S |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 26.9 | 21.8 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 56.9 | 52.3 | I/S | I/S |
| Subsized meals | 13 | 100 | 0 | 30.8 | 46.2 | 23.1 | 92.3 | 40.5 | 47.9 | I/S | I/S |

Physical Science (End-of-Course Test performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 139 | 99.3 | 10.8 | 31.7 | 18.0 | 38.8 | 56.8 | N/A | N/A | N/A | N/A |
| Male | 50 | 100.0 | 6.0 | 16.0 | 22.0 | 56.0 | 78.0 | N/A | N/A | N/A | N/A |
| Female | 89 | 98.9 | 13.5 | 40.4 | 15.7 | 29.2 | 44.9 | N/A | N/A | N/A | N/A |
| White | 105 | 99.0 | 7.6 | 30.5 | 14.3 | 46.7 | 61.0 | N/A | N/A | N/A | N/A |
| African American | 30 | 100.0 | 23.3 | 33.3 | 30.0 | 13.3 | 43.3 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 13 | 100.0 | 30.8 | 53.8 | 15.4 | N/A | I/S | N/A | N/A | N/A | N/A |

* 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

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|-----|---|-----|------|------|------|------|------|
| All Students | 2008 | 137 | 100 | 0 | 3.6 | 29.2 | 67.2 | 97.8 | 70.7 | 69.7 |
| | 2009 | 139 | 100 | 0 | 6.5 | 35.3 | 58.3 | 97.8 | 64.1 | 61.8 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|-----|-----|------|------|------|------|------|------|
| All Students | 2008 | 137 | 100 | 2.9 | 11.7 | 39.4 | 46 | 91.2 | 66.9 | 67.2 |
| | 2009 | 139 | 100 | 0.7 | 8.6 | 28.8 | 61.9 | 97.1 | 62.9 | 62.7 |

* 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