



## CHARLESTON CHARTER SCHOOL FOR MATH AND S

1002 King Street  
Charleston, South Carolina

<b>Grades</b>	6-10 Middle School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	Tamara Kirshtein	843-720-3085
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	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
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

### 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

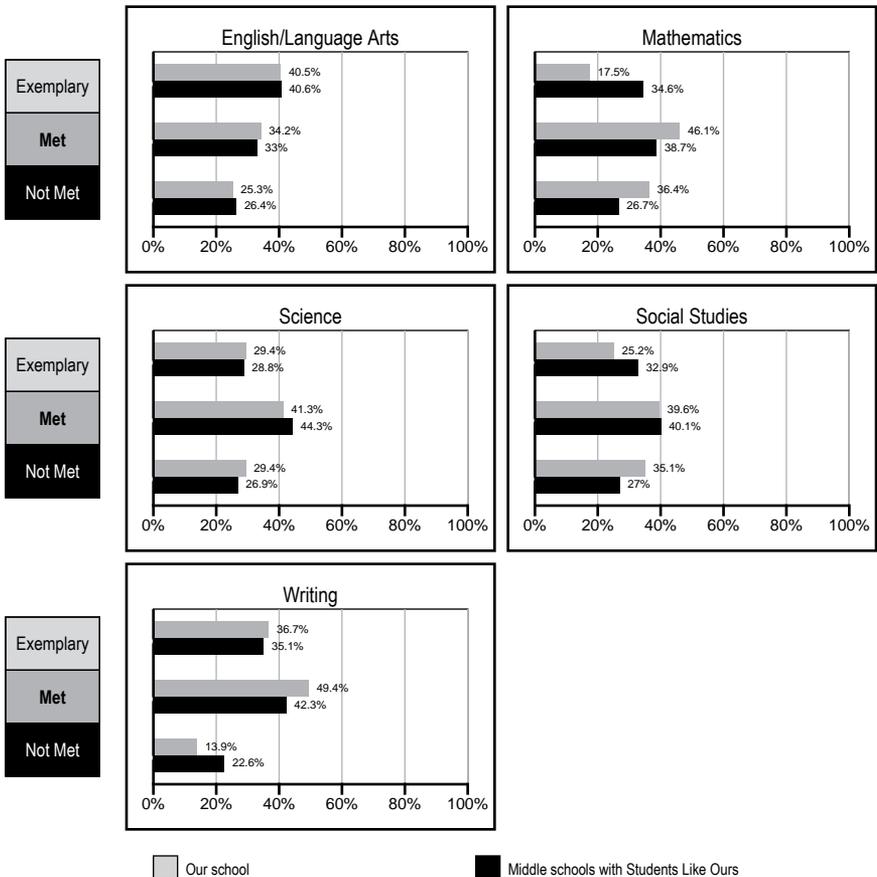
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	13	17	0	1

\* 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	84.7%	98.5%
English 1	N/A	96.8%
Physical Science	N/A	27.4%
US History and the Constitution	N/A	N/A
All Subjects	84.7%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=299)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	48.1%	Down from 100.0%	30.2%	24.2%
Retention rate	2.8%	Up from 1.1%	0.5%	0.7%
Attendance rate	95.9%	Down from 96.1%	96.0%	95.9%
Eligible for gifted and talented	28.6%	Up from 0.0%	21.4%	16.4%
With disabilities other than speech	2.0%	Down from 2.7%	11.1%	12.0%
Older than usual for grade	1.7%	Up from 1.6%	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.4%	Up from 0.0%	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	48.0%	Down from 68.2%	60.0%	58.5%
Continuing contract teachers	36.0%	Down from 50.0%	82.1%	80.0%
Teachers with emergency or provisional certificates	12.5%	Up from 7.1%	3.2%	4.0%
Teachers returning from previous year	N/A	N/A	86.7%	84.6%
Teacher attendance rate	96.7%	Down from 100.0%	95.5%	95.4%
Average teacher salary*	\$40,585	Up 0.9%	\$46,921	\$46,561
Professional development days/teacher	7.8 days	Down from 8.9 days	9.9 days	10.2 days
<b>School</b>				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 15.0 to 1	21.9 to 1	21.1 to 1
Prime instructional time	91.3%	Down from 96.1%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	84.8%	Down from 100.0%	96.9%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$9,350	N/A	\$7,213	\$7,802
Percent of expenditures for instruction**	66.0%	N/A	64.6%	63.8%
Percent of expenditures for teacher salaries**	46.7%	N/A	61.5%	60.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

CCSMS began its second year on August 18, 2009, with an enrollment of approximately 290 students in grades 6 – 10. At the end of the school year, there were 287 students. There were 23 full-time and two part-time teachers on the faculty. The school was within the charter requirement in that at least 75% of the full-time faculty held professional certification. In addition, 96% were Highly Qualified.

A standard middle school curriculum was supplemented with high school credit courses in Algebra I, Spanish I, and French I. Art and music classes were led by artists-in-residence. An activity period was offered at all grade levels with classes ranging from creative writing to forensics and environmental studies.

Ninth graders were enrolled in Biology, Algebra 1 or Geometry, English, Global Studies, Spanish I or French I, and PE. Career Cluster classes included PLTW Engineering, PLTW Biomedical, and Web Design. This year we added Human Body Systems and Principles of Engineering to our career tracks through PLTW for our 10th graders. Ninety percent of our 8th, 9th, and 10th graders participated in Individualized Graduation Plan (IGP) meetings.

Students in grades 7 – 9 participated in a 22-minute daily advisory. Several field trips were taken, as well as weekly walks to Hampton Park. An after-school activity period was comprised of clubs ranging from Lego Robotics to an Academic Bowl to Student Government, as well as study sessions, athletics, band, and chorus. A before-school program was also available for students who arrived early. These activities were coordinated and led by staff. Extracurricular activities included pep rallies, a Field Day, and student-faculty games. These activities culminated in an Earth Day Celebration for which the school won second place in the City Clean Sweep Competition.

Our athletic program was expanded. CCSMS is a member of the SCHSL, and as a result, teams in basketball, tennis, volleyball, cross-country, and soccer participated at the junior varsity and middle school levels. The Athletic Booster Club held several fund-raising activities to support our athletic program.

The school implemented a campus-wide wireless network, and each classroom now has a SMARTboard and at least one desktop computer. The school also has four classroom sets of 20 laptop computers. All full-time teachers have a laptop. The school has email for all staff and students, a school website with assignments posted, and parents and students have access to an online grade-book, as well as AlertNow for communication.

The school held several Family Faculty Nights for current families and held outreach and recruitment sessions in feeder schools and the community. A lottery was held in January to select new students for 2010-2011. The student population in grades 6-11 for 2010-2011 is projected to be 400 students.

Our students continue to perform and show growth in the four core curriculum areas as measured through PASS and EOC exams. Additionally, we have a 100% pass rate on the HSAP exam. Next year, a majority of the faculty will be returning to CCSMS. We are ready to engage in the project-based curriculum so we can continue the mission of growing a school that is rigorous, challenging, and equipped to meet the needs of the students we serve.

Additionally, we will be adding our Business Entrepreneurship Strand with the YES Carolina Program during the 2020-2011 school year. The greatest challenge thus far has been implementing a quality education that is based on both the students' responsibility for their own learning and their full engagement in that learning.

Tamara Kirshtein, Principal  
Joe Green, Board President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	22.0%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	165	100	25.3	34.2	40.5	84.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	84	100	27.5	32.5	40	81.3	81.6	80.1	N/A	N/A
Female	81	100	23.1	35.9	41	88.5	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	16.1	30.6	53.2	88.7	95.3	89.6	Yes	Yes
African American	95	100	32.6	38	29.3	81.5	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	38.2	36.8	25	77.6	76.4	76.9	Yes	Yes

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

All Students	165	100	33.5	51.9	14.6	80.4	81	80.4	Yes	Yes
<b>Gender</b>										
Male	84	100	31.3	50	18.8	86.3	78.9	78.4	N/A	N/A
Female	81	100	35.9	53.8	10.3	74.4	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	21	53.2	25.8	87.1	94.5	87.8	Yes	Yes
African American	95	100	43.5	51.1	5.4	75	68	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	47.4	47.4	5.3	73.7	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
<b>Science</b>								
All Students	116	100	29.4	41.3	29.4	70.6	67.4	67.3
<b>Gender</b>								
Male	55	100	29.4	41.2	29.4	70.6	66.2	66.9
Female	61	100	29.3	41.4	29.3	70.7	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	46	100	20.9	30.2	48.8	79.1	89	79.6
African American	66	100	36.5	47.6	15.9	63.5	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	54	100	37.3	49	13.7	62.7	49.3	55.4
<b>Social Studies</b>								
All Students	115	100	35.1	39.6	25.2	64.9	73.8	70.9
<b>Gender</b>								
Male	61	100	33.9	33.9	32.2	66.1	72.3	70.1
Female	54	100	36.5	46.2	17.3	63.5	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	44	100	26.8	31.7	41.5	73.2	90.1	79.2
African American	67	100	40.9	43.9	15.2	59.1	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	58	100	48.3	43.1	8.6	51.7	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
<b>Writing</b>										
All Students	165	98.8	12.8	50	37.2	87.2	75	72.1	96.4	95.7
<b>Gender</b>										
Male	84	98.8	15.2	50.6	34.2	84.8	69.1	65.2	96.2	95.5
Female	81	98.8	10.4	49.4	40.3	89.6	81	79.2	96.6	95.8
<b>Racial/Ethnic Group</b>										
White	65	100	6.5	45.2	48.4	93.5	91	80.8	95.9	95.8
African American	95	97.9	17.8	54.4	27.8	82.2	60.2	59.7	96.7	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	89.4	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.7	64.6	98.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	28.4	27.7	95.3	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.5	63.7	98.2	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	79	98.7	20	54.7	25.3	80	61.1	61.9	96.1	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	43	100	22.5	30	47.5	77.5
	7	38	100	16.7	52.8	30.6	83.3
	8	42	100	13.9	44.4	41.7	86.1
<b>2010</b>	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	38	100	13.9	47.2	38.9	86.1
	7	66	100	32.3	16.1	51.6	67.7
	8	61	100	25	45	30	75
<b>Mathematics</b>							
<b>2009</b>	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	43	100	30	37.5	32.5	70
	7	38	100	19.4	63.9	16.7	80.6
	8	42	100	25	47.2	27.8	75
<b>2010</b>	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	38	100	27.8	50	22.2	72.2
	7	66	100	35.5	45.2	19.4	64.5
	8	61	100	35	60	5	65
<b>Science</b>							
<b>2009</b>	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	22	100	19	61.9	19	81
	7	38	100	13.9	72.2	13.9	86.1
	8	21	100	26.3	42.1	31.6	73.7
<b>2010</b>	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	19	100	41.2	47.1	11.8	58.8
	7	66	100	27.4	38.7	33.9	72.6
	8	31	100	26.7	43.3	30	73.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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	21	100	21.1	63.2	15.8	78.9
	7	38	100	25	38.9	36.1	75
	8	21	100	5.9	47.1	47.1	94.1
<b>2010</b>	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	19	100	15.8	36.8	47.4	84.2
	7	66	100	41.9	33.9	24.2	58.1
	8	30	100	33.3	53.3	13.3	66.7
<b>Writing</b>							
<b>2009</b>	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	44	97.7	10	47.5	42.5	90
	7	39	97.4	13.9	52.8	33.3	86.1
	8	42	100	19.4	44.4	36.1	80.6
<b>2010</b>	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	38	97.4	14.3	45.7	40	85.7
	7	66	100	16.1	46.8	37.1	83.9
	8	61	98.4	8.5	55.9	35.6	91.5

Abbreviations for Missing Data

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