



Charleston School of the Arts

1600 Saranac St.
North Charleston, SC

Grades	6-12 Middle School	
Enrollment	1,003 Students	
Principal	James Reinhart	843-529-4990
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

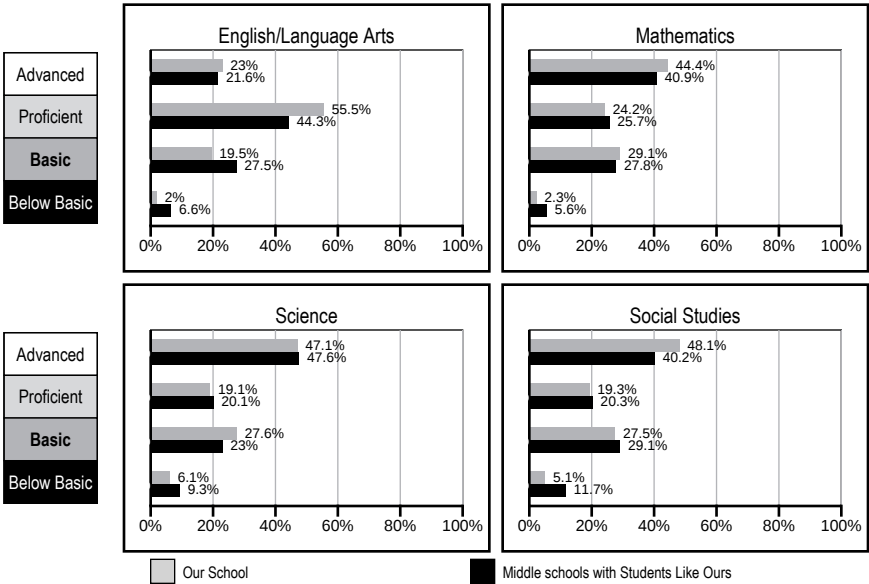
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	5	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	100.0
English 1	0	100.0
Physical Science	100.0	100.0
All Subjects	100.0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,003)				
Students enrolled in high school credit courses (grades 7 & 8)	43.3%	Up from 40.3%	43.3%	19.4%
Retention rate	0.0%	No Change	0.3%	1.8%
Attendance rate	97.9%	Up from 97.8%	97.0%	95.8%
Eligible for gifted and talented	23.0%	Down from 55.7%	41.4%	15.3%
With disabilities other than speech	2.9%	Up from 2.4%	6.5%	12.9%
Older than usual for grade	0.3%	Up from 0.2%	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.3%	0.2%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	60.3%	Up from 60.0%	57.9%	55.0%
Continuing contract teachers	80.9%	Down from 81.4%	78.1%	70.6%
Teachers with emergency or provisional certificates	16.7%	Up from 15.6%	0.9%	5.4%
Teachers returning from previous year	91.5%	Down from 92.4%	84.5%	83.4%
Teacher attendance rate	95.6%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$46,061	Up 2.6%	\$47,413	\$44,706
Professional development days/teacher	10.6 days	Down from 11.1 days	11.2 days	11.8 days
School				
Principal's years at school	1.0	Down from 12.0	2.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Down from 26.2 to 1	21.7 to 1	20.1 to 1
Prime instructional time	91.5%	Down from 92.2%	90.5%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.5%	Up from 84.0%	100.0%	98.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil*	\$5,973	Down 6.3%	\$6,884	\$7,097
Percent of expenditures for instruction*	72.4%	Up from 70.2%	64.2%	64.4%
Percent of expenditures for teacher salaries*	66.8%	Up from 60.5%	59.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The School of the Arts is proud to announce, once again, that it has been recognized as one of the top five schools in the state. This honor is based on the school's strong SAT scores, which this year averaged 1,623. U.S. News & World Report announced in December that the School of the Arts was one of the top 500 schools in the nation.

Our fine arts programs are nationally known. Scholastic art and writing awards, "Superior" ratings at many nationally adjudicated band, orchestra, vocal music competitions, stunning theatrical performances, and amazing dance and piano recitals garner the school an ever-increasing array of honors and awards.

Scores in the school's seven Advanced Placement courses are among the highest in the school district. PACT, MAP, HSAP, and End-of-course scores are equally impressive. Students and teachers work hard daily and bring repeated recognition to the school in the form of Palmetto Gold Awards, Closing the Achievement Gap Awards, and college and university scholarships for seniors that exceeded \$3.5 million last year.

Superior academic achievement is partly due to the school's strong technology resources. The School of the Arts greatly increased these resources this year by adding 24 new Dell computers to the T-20 lab. Twenty SmartBoards are used daily for math, science, and English instruction.

In addition to the School of the Arts' strong academic and arts program, the school prides itself in its diverse student body. Students truly come from every part of the county. Many students have also traveled widely, living in various parts of the world for extended periods of time. School of the Arts students tend to be very sophisticated, highly creative, and independent thinkers who are motivated, curious, respectful, considerate, multi-talented, problem-solving, and artistic.

Challenging students to think critically, analyze ideas, present persuasive arguments, consider different viewpoints, test hypotheses, and make connections is one of the primary goals of the school. It is our hope that every day we engage students fully in the business of learning, giving them the opportunity to make their own discoveries and define their own dreams. We care for our students, believe in our students, and encourage them to reach beyond their current grasp. Together, we are all on a mission to develop passionate and committed artists who seek to share those talents with others.

Myrna Caldwell, Interim Principal
Terry Murphy, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	125	145
Percent satisfied with learning environment	83.0%	82.4%	91.7%
Percent satisfied with social and physical environment	79.2%	86.4%	75.7%
Percent satisfied with school-home relations	90.6%	88.0%	78.3%

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

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

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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	97.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	441	100	2	19.5	55.5	23	88.9	53.5	48.2	Yes	Yes
Gender											
Male	174	100	2.9	22	57.2	17.9	86.1	47.3	41.7	N/A	N/A
Female	267	100	1.5	18	54.3	26.2	90.6	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	334	100	1.5	16.2	56.2	26.1	91	77.6	60	Yes	Yes
African American	82	100	4.9	32.9	52.4	9.8	80.5	32.1	31.7	I/S	I/S
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	N/AV	N/AV	75.1	70.4	I/S	I/S
Hispanic	13	100	0	38.5	46.2	15.4	76.9	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	16	100	25	43.8	31.3	0	50	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	47	100	6.4	36.2	48.9	8.5	80.9	33	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	441	100	1.8	33.6	24.5	40	79.1	49.7	45.8	Yes	Yes
Gender											
Male	174	100	0.6	30.1	22.5	46.8	83.8	49.5	45.6	N/A	N/A
Female	267	100	2.6	36	25.8	35.6	76	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	334	100	1.8	26.1	27.9	44.1	83.2	75.6	59	Yes	Yes
African American	82	100	2.4	65.9	13.4	18.3	58.5	26.2	26.9	I/S	I/S
Asian/Pacific Islander	12	100	0	16.7	16.7	66.7	91.7	78.9	71.3	I/S	I/S
Hispanic	13	100	0	38.5	15.4	46.2	92.3	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	16	100	18.8	50	6.3	25	37.5	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	47	100	6.4	55.3	23.4	14.9	66	28.3	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	293	100	6.2	27.7	19.2	46.9	66.1	39.2	35.7	98.2	96
Gender											
Male	115	100	5.3	19.3	12.3	63.2	75.4	40.8	37.4	98.4	95.8
Female	178	100	6.7	33.1	23.6	36.5	60.1	37.6	33.8	98.1	96.1
Racial/Ethnic Group											
White	214	100	4.2	24.4	17.4	54	71.4	66.4	49.2	98	96.1
African American	62	100	14.5	43.5	22.6	19.4	41.9	15.3	17	98.8	95.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99.2	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	99	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	98.3	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	99.1	96.3
Socio-Economic Status											
Subsidized meals	33	100	9.1	48.5	21.2	21.2	42.4	17.1	21.1	97.9	95.5

Social Studies

All Students	296	100	5.1	27.5	19.3	48.1	67.5	40.2	34	98.2	96
Gender											
Male	115	100	1.8	23.7	14	60.5	74.6	42	36.6	98.4	95.8
Female	181	100	7.2	29.8	22.7	40.3	63	38.3	31.3	98.1	96.1
Racial/Ethnic Group											
White	226	100	4.4	24	18.7	52.9	71.6	63.3	44.5	98	96.1
African American	54	100	9.3	40.7	22.2	27.8	50	19.1	19.1	98.8	95.8
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99.2	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	99	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	11	100	18.2	27.3	18.2	36.4	54.5	18.2	14.4	98.3	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	99.1	96.3
Socio-Economic Status											
Subsidized meals	30	100	10	36.7	30	23.3	53.3	20.1	21	97.9	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	146	100	0	27.1	49.3	23.6	72.9
	7	149	100	2.7	23	56.1	18.2	74.3
	8	149	100	2.7	32.9	52.3	12.1	64.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	2.1	15.1	54.8	28.1	82.9
	7	148	100	0.7	17	63.9	18.4	82.3
	8	147	100	3.4	26.5	47.6	22.4	70.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	146	100	0	24.3	36.1	39.6	75.7
	7	149	100	2.7	18.9	29.1	49.3	78.4
	8	149	100	4.7	47	28.9	19.5	48.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	2.7	24	27.4	45.9	73.3
	7	148	100	0	34.7	17.7	47.6	65.3
	8	147	100	2.7	42.2	28.6	26.5	55.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	8.5	28.2	26.8	36.6	63.4
	7	149	100	8.8	25	25.7	40.5	66.2
	8	75	100	6.7	34.7	22.7	36	58.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	73	100	12.3	27.4	26	34.2	60.3
	7	148	100	0	27.2	19.7	53.1	72.8
	8	72	100	12.5	29.2	11.1	47.2	58.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	74	100	0	23.3	24.7	52.1	76.7
	7	149	100	12.8	28.4	13.5	45.3	58.8
	8	74	100	8.1	55.4	29.7	6.8	36.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	73	100	2.7	5.5	21.9	69.9	91.8
	7	148	100	6.8	25.2	15.6	52.4	68
	8	75	100	4	53.3	24	18.7	42.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample