



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

	Our High School			High Schools with Students Like Ours		
Percent	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

	Our High School	High Schools with Students Like Ours
Percent	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

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

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.

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 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

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.

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.