



Charleston School of the Arts

1600 Saranac St.
North Charleston, SC

Grades	6-12 Middle 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	Good
2006	Excellent	Good
2005	Excellent	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 2008-09 whose 2007-08 test scores were located

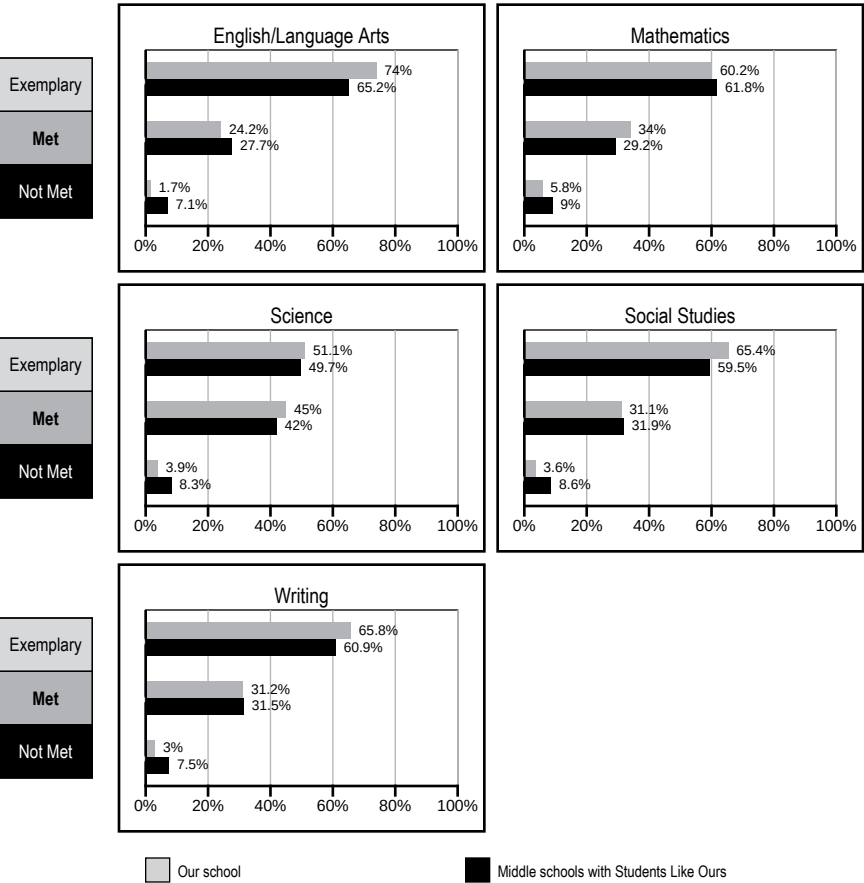
95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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	97.2%	99.4%
English 1	N/A	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.2%	99.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,009)				
Students enrolled in high school credit courses (grades 7 & 8)	58.8%	Up from 43.3%	49.2%	21.6%
Retention rate	0.0%	No Change	0.2%	1.2%
Attendance rate	96.8%	Down from 97.9%	97.0%	95.9%
Eligible for gifted and talented	30.3%	Up from 23.0%	40.8%	14.8%
With disabilities other than speech	2.8%	Down from 2.9%	6.5%	12.6%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.1%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=74)				
Teachers with advanced degrees	58.1%	Down from 60.3%	62.5%	56.9%
Continuing contract teachers	77.0%	Down from 80.9%	79.2%	72.7%
Teachers with emergency or provisional certificates	11.3%	Down from 16.7%	3.0%	5.3%
Teachers returning from previous year	89.3%	Down from 91.5%	83.6%	82.9%
Teacher attendance rate	96.1%	Up from 95.6%	95.4%	95.2%
Average teacher salary*	\$47,961	Up 4.1%	\$50,136	\$46,599
Professional development days/teacher	8.0 days	Down from 10.6 days	9.3 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	20.8 to 1	20.1 to 1
Prime instructional time	90.6%	Down from 91.5%	91.0%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	33.0%	Down from 87.5%	100.0%	97.8%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$6,519	Up 9.1%	\$7,141	\$7,645
Percent of expenditures for instruction**	69.8%	Down from 72.4%	66.7%	63.4%
Percent of expenditures for teacher salaries**	63.3%	Down from 66.8%	60.9%	57.0%

* 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

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	63	75
Percent satisfied with learning environment	92.6%	93.5%	94.7%
Percent satisfied with social and physical environment	90.7%	85.5%	82.2%
Percent satisfied with school-home relations	98.1%	96.8%	91.8%

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

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School Adequate Yearly Progress	YES
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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	
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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 and Student Attendance			
	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
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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	462	100	1.7	24.2	74	98.7	84.9	82.8	Yes	Yes
Gender										
Male	176	100	2.3	19.3	78.4	98.3	81.8	79.3	N/A	N/A
Female	286	100	1.4	27.3	71.3	99	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	357	100	2.2	23.2	74.5	98.3	95.8	89.5	Yes	Yes
African American	72	100	N/AV	N/AV	N/AV	100	74.8	73.7	I/S	I/S
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	96.4	92.3	I/S	I/S
Hispanic	17	100	N/AV	N/AV	N/AV	100	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	12	100	25	41.7	33.3	83.3	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	2.1	39.6	58.3	97.9	74.9	75.5	I/S	I/S

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

All Students	462	100	3.5	36.6	60	97.8	81	78.9	Yes	Yes
Gender										
Male	176	100	3.4	30.1	66.5	98.3	79.3	77	N/A	N/A
Female	286	100	3.5	40.6	55.9	97.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	357	100	3.4	33.6	63	97.8	94.6	87.2	Yes	Yes
African American	72	100	5.6	55.6	38.9	97.2	67.9	66.7	I/S	I/S
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	17	100	N/AV	N/AV	N/AV	100	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	12	100	8.3	75	16.7	91.7	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	4.2	70.8	25	95.8	69.2	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

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
Science								
All Students	307	100	3.9	45	51.1	96.1	68.9	67.5
Gender								
Male	103	100	2.9	33	64.1	97.1	68.2	67
Female	204	100	4.4	51	44.6	95.6	69.6	68
Racial/Ethnic Group								
White	237	100	3.4	42.2	54.4	96.6	90.4	79.5
African American	47	100	8.5	63.8	27.7	91.5	48.1	50.3
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	87.2	84.3
Hispanic	12	100	N/AV	N/AV	N/AV	100	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	11	100	27.3	45.5	27.3	72.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	33	100	3	75.8	21.2	97	50.2	55.1

Social Studies								
All Students	309	100	3.6	31.1	65.4	96.4	76.8	72.3
Gender								
Male	128	100	3.1	22.7	74.2	96.9	75.3	71.5
Female	181	100	3.9	37	59.1	96.1	78.4	73.2
Racial/Ethnic Group								
White	245	100	4.5	27.3	68.2	95.5	91.5	80.7
African American	43	100	N/AV	N/AV	N/AV	100	62.7	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	13	100	N/AV	N/AV	N/AV	100	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	32	100	3.1	59.4	37.5	96.9	64	62.1

Abbreviations for Missing Data

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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
Writing										
All Students	462	100	3	31.2	65.8	97	74.1	70.2	97.2	96
Gender										
Male	176	100	4	29.5	66.5	96	67.8	63.2	97.3	95.9
Female	286	100	2.4	32.2	65.4	97.6	80.6	77.5	97	96.1
Racial/Ethnic Group										
White	357	100	3.1	28.6	68.3	96.9	90.4	79.1	97	95.9
African American	72	100	4.2	43.1	52.8	95.8	59.2	57.6	97.5	96
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	89.9	86.2	98	97
Hispanic	17	100	N/AV	N/AV	N/AV	100	61.1	62.6	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	12	100	25	58.3	16.7	75	29.6	26.1	97.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	11	100	8.3	41.7	50	91.7	60.2	61.2	97.5	96.5
Socio-Economic Status										
Subsidized meals	47	100	6.4	48.9	44.7	93.6	59.1	58.9	97.1	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	155	100	2.6	20.6	76.8	97.4
	7	154	100	1.3	29.9	68.8	98.7
	8	153	100	1.3	22.2	76.5	98.7
Mathematics							
2009	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	155	100	4.5	32.3	63.2	95.5
	7	154	100	1.9	33.1	64.9	98.1
	8	153	100	3.9	44.4	51.6	96.1
Science							
2009	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	77	100	9.1	53.2	37.7	90.9
	7	154	100	1.9	42.9	55.2	98.1
	8	76	100	2.6	40.8	56.6	97.4
Social Studies							
2009	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	78	100	2.6	32.1	65.4	97.4
	7	154	100	4.5	29.2	66.2	95.5
	8	77	100	2.6	33.8	63.6	97.4
Writing							
2009	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	155	100	3.2	28.4	68.4	96.8
	7	154	100	3.2	22.1	74.7	96.8
	8	153	100	2.6	43.1	54.2	97.4

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N/R--Not Reported

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