

CHARLESTON SCHOOL OF THE ARTS

5109 West Enterprise St.
North Charleston, SC

Grades	6-12 Middle School	
Enrollment	1,023 Students	
Principal	James J. Reinhart	843-529-4990
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	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
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

* The School's 2010 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

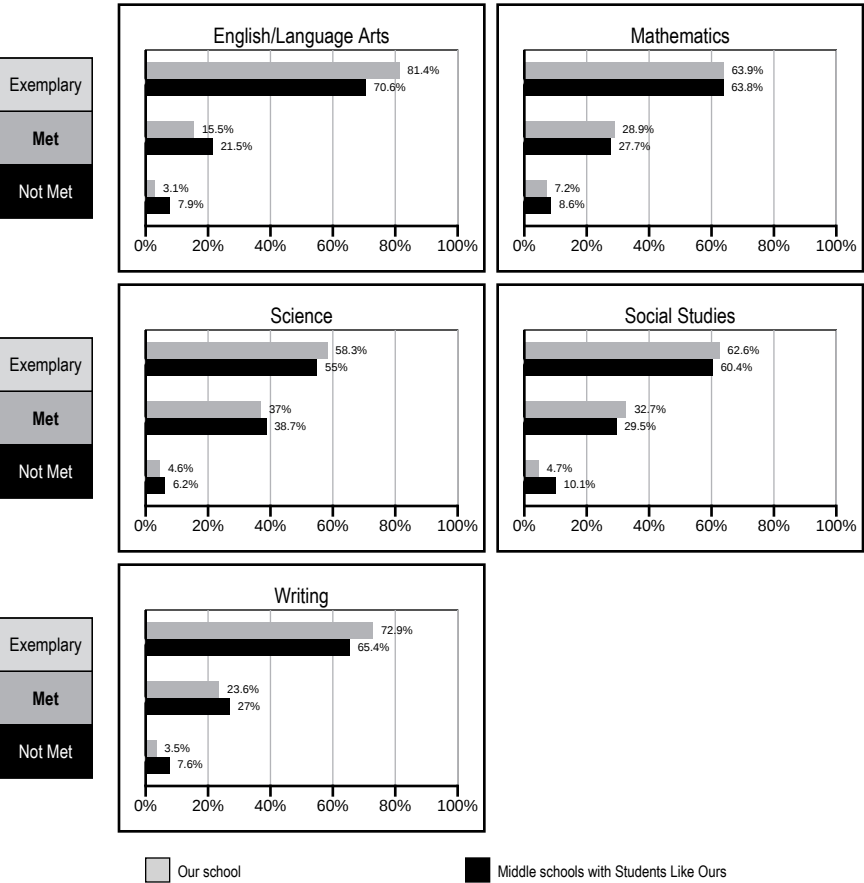
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	0

* 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	95.9%	99.2%
English 1	N/A	99.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	95.9%	99.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,023)				
Students enrolled in high school credit courses (grades 7 & 8)	64.9%	Up from 58.8%	47.8%	24.2%
Retention rate	0.0%	No Change	0.0%	0.7%
Attendance rate	96.7%	Down from 96.8%	96.8%	95.9%
Eligible for gifted and talented	99.6%	Up from 30.3%	51.3%	16.4%
With disabilities other than speech	3.9%	Up from 2.8%	3.9%	12.0%
Older than usual for grade	0.6%	Up from 0.2%	0.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.0%	0.0%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	57.7%	Down from 58.1%	60.0%	58.5%
Continuing contract teachers	81.7%	Up from 77.0%	87.0%	80.0%
Teachers with emergency or provisional certificates	9.8%	Down from 11.3%	3.1%	4.0%
Teachers returning from previous year	92.2%	Up from 89.3%	90.5%	84.6%
Teacher attendance rate	97.5%	Up from 96.1%	94.5%	95.4%
Average teacher salary*	\$48,632	Up 1.4%	\$49,253	\$46,561
Professional development days/teacher	7.3 days	Down from 8.0 days	7.8 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.3	4.0
Student-teacher ratio in core subjects	26.1 to 1	Down from 26.3 to 1	20.9 to 1	21.1 to 1
Prime instructional time	93.2%	Up from 90.6%	91.4%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 33.0%	99.6%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,403	Down 1.8%	\$7,174	\$7,802
Percent of expenditures for instruction**	72.3%	Up from 69.8%	66.1%	63.8%
Percent of expenditures for teacher salaries**	67.3%	Up from 63.3%	64.8%	60.0%

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

** Prior year audited financial data are reported.

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 1611. Just as importantly, we were honored with the very impressive news that 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 200 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 the 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 4.6 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 1025 exceptional 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 the 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
Myra Jones, School Improvement Council Chair

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	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	8.8%	0.0%	No
Student attendance rate	96.7%	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	485	100	3.1	15.5	81.4	98.8	85	83.5	Yes	Yes
Gender										
Male	181	100	3.3	17.1	79.6	98.9	81.6	80.1	N/A	N/A
Female	304	100	3	14.5	82.5	98.7	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	382	100	2.4	14.9	82.7	98.7	95.3	89.6	Yes	Yes
African American	66	100	9.2	20	70.8	98.5	75.2	74.6	Yes	Yes
Asian/Pacific Islander	19	100	N/A	N/A	N/A	100	96.1	92.7	I/S	I/S
Hispanic	18	100	N/A	N/A	N/A	100	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
Disability Status										
Disabled	17	100	35.3	35.3	29.4	76.5	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	N/A	N/A	N/A	100	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	57	100	7	19.3	73.7	94.7	76.4	76.9	Yes	Yes

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

All Students	485	100	5.2	30.8	64	97.5	81	80.4	Yes	Yes
Gender										
Male	181	100	6.6	22.7	70.7	97.2	78.9	78.4	N/A	N/A
Female	304	100	4.3	35.6	60.1	97.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	382	100	5	28.3	66.8	97.9	94.5	87.8	Yes	Yes
African American	66	100	9.2	52.3	38.5	93.8	68	69.3	Yes	Yes
Asian/Pacific Islander	19	100	N/A	N/A	N/A	100	96.1	93.5	I/S	I/S
Hispanic	18	100	N/A	N/A	N/A	100	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
Disability Status										
Disabled	17	100	41.2	35.3	23.5	82.4	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	N/A	N/A	N/A	100	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	57	100	15.8	36.8	47.4	89.5	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	325	100	4.6	36.9	58.5	95.4	67.4	67.3
Gender								
Male	126	100	4.8	26.2	69	95.2	66.2	66.9
Female	199	100	4.5	43.7	51.8	95.5	68.5	67.7
Racial/Ethnic Group								
White	249	100	4	36.5	59.4	96	89	79.6
African American	46	100	10.9	47.8	41.3	89.1	46.7	49.7
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	86.7	84.4
Hispanic	15	100	N/A	N/A	N/A	100	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	11	100	36.4	36.4	27.3	63.6	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	7	I/S	N/A	N/A	N/A	100	58.2	58.6
Socio-Economic Status								
Subsidized meals	39	100	15.4	43.6	41	84.6	49.3	55.4

Social Studies

All Students	322	100	4.7	32.7	62.6	95.3	73.8	70.9
Gender								
Male	119	100	3.4	18.5	78.2	96.6	72.3	70.1
Female	203	100	5.4	41.1	53.5	94.6	75.3	71.7
Racial/Ethnic Group								
White	259	100	5.4	30.9	63.7	94.6	90.1	79.2
African American	42	100	2.4	46.3	51.2	97.6	58.4	58.4
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	89.3	86.8
Hispanic	9	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
Disability Status								
Disabled	11	100	45.5	36.4	18.2	54.5	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	33	100	9.1	42.4	48.5	90.9	60.2	60.8

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	485	99.8	3.5	23.6	72.9	96.5	75	72.1	97.1	95.7
Gender										
Male	181	100	5	31.5	63.5	95	69.1	65.2	97.3	95.5
Female	304	99.7	2.6	18.9	78.5	97.4	81	79.2	97	95.8
Racial/Ethnic Group										
White	382	100	3.1	22.3	74.6	96.9	91	80.8	96.9	95.8
African American	66	98.5	7.8	32.8	59.4	92.2	60.2	59.7	97.8	95.5
Asian/Pacific Islander	19	100	N/AV	N/AV	N/AV	100	89.2	87	98.4	97
Hispanic	18	100	N/AV	N/AV	N/AV	100	63.7	64.6	97.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	17	94.1	N/AV	N/AV	N/AV	68.8	28.4	27.7	98.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	8	I/S	N/AV	N/AV	N/AV	100	63.5	63.7	98.9	96.3
Socio-Economic Status										
Subsidized meals	56	98.2	9.1	32.7	58.2	90.9	61.1	61.9	96.7	95.2

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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
2010	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	160	100	1.9	21.3	76.9	98.1
	7	163	100	4.3	11.7	84	95.7
	8	162	100	3.1	13.7	83.2	96.9
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
2010	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	160	100	3.1	25	71.9	96.9
	7	163	100	5.5	23.3	71.2	94.5
	8	162	100	6.8	44.1	49.1	93.2
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
2010	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	80	100	11.3	61.3	27.5	88.8
	7	163	100	2.5	29.4	68.1	97.5
	8	82	100	2.4	28	69.5	97.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	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	80	100	1.3	36.3	62.5	98.8
	7	162	100	6.8	25.3	67.9	93.2
	8	80	100	3.8	44.3	51.9	96.2
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
2010	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	160	100	2.5	23.8	73.8	97.5
	7	163	99.4	4.9	24.1	71	95.1
	8	162	100	3.1	23	73.9	96.9

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