

## Charleston Development Academy Public Charter School

233 Line Street  
Charleston, SC 29403

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	179 Students	
<b>Principal</b>	Cecelia Gordon Rogers	(843) 722-2689
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Average</b>
2012	Average	Good
2011	Good	Excellent
2010	Average	Below Average
2009	Good	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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

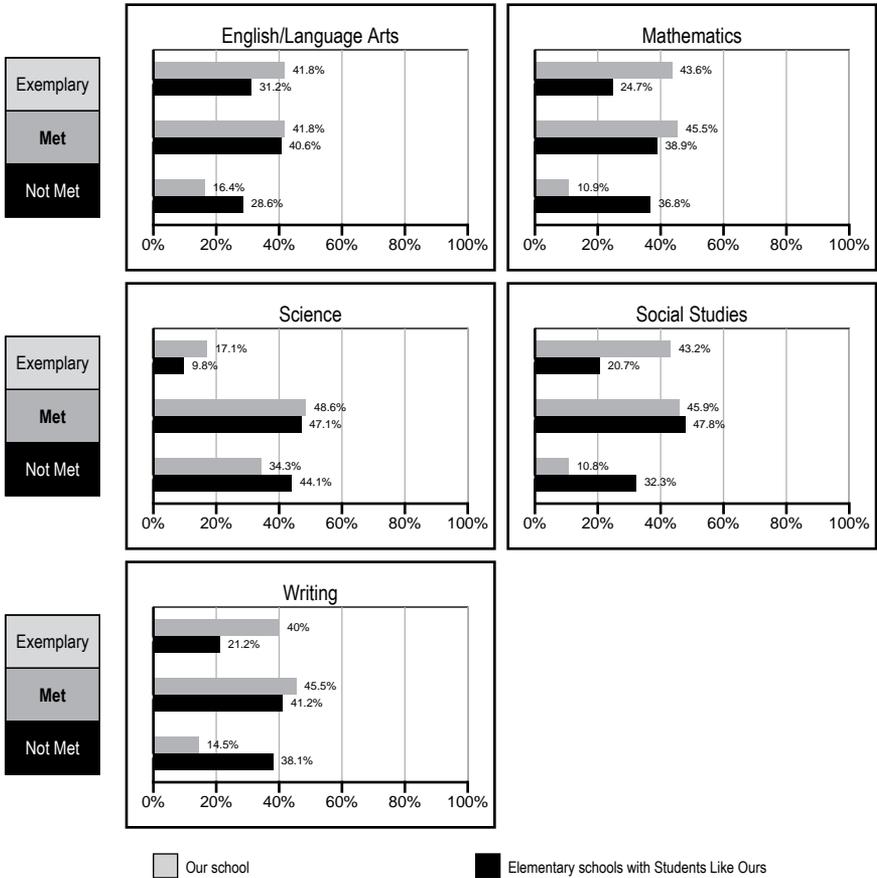
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	14	117	34	10

\* Ratings are calculated with data available by 12/14/2013.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=179)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.2%	1.1%	0.9%
Attendance rate	99.7%	No Change	95.9%	96.3%
Served by gifted and talented program	0.5%	N/A	3.7%	7.2%
With disabilities	3.6%	N/A	13.6%	12.4%
Older than usual for grade	0.5%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	38.9%	Down from 50.0%	60.5%	62.5%
Continuing contract teachers	72.2%	Down from 75.0%	79.3%	83.3%
Teachers returning from previous year	85.2%	Up from 81.2%	85.5%	88.3%
Teacher attendance rate	100.0%	No Change	94.8%	95.0%
Average teacher salary*	\$37,501	Down 2.3%	\$46,455	\$48,193
Professional development days/teacher	34.9 days	Down from 35.0 days	10.8 days	11.0 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 18.0 to 1	18.8 to 1	20.1 to 1
Prime instructional time	99.5%	Up from 99.4%	89.5%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,511	Down 4.5%	\$7,793	\$7,364
Percent of expenditures for instruction**	64.0%	Up from 61.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 49.7%	65.0%	66.0%

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

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

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## Report of Principal and School Improvement Council

Charleston Development Academy Public Charter School continues working toward our desired goals of maintaining high expectations for all students, establishing positive educational standards, and mastering and sustaining excellent academic achievement in all core areas. We, the faculty, staff and School Improvement Council are unifying our efforts to positively shift the paradigm at CDA by incorporating the following: a) utilizing assessment data to drive instruction; b) engaging the arts throughout the curriculum to enhance literacy achievement; c) increasing parental involvement and participation, and d) building and maintaining relationships with community stakeholders. The goal of uniting our efforts positively for the CDA Learning Community (students and their parents) is to deter failure from becoming a chronic impediment relative to our positive students' success.

The CDA 2012 Report Card reflected an Average Absolute Rating, a Good Growth Rating, an "A" rating on ESEA, and received the General Performance Rating of A Gold and Silver Award. Additionally, Charleston Development Academy Signature Project: "The Singing Eagles Concert Choir" has performed eloquently throughout the year beginning with the Annual First Day Festival, The Charleston Christmas Tree Lighting, The Annual Martin Luther King Breakfast and the Annual Capital Fund Raising Gala. Representatives of The Young Men of Distinction and Carolina Pearls met with US State Secretary Arnett Duncan and Congressmen James E. Clyburn. Additionally, CDA Students won 1st Place trophy in the Historical Black Bowl and 1st Place Entry for the Community of Readers Home Readers' Award. And we are extremely proud that our Early Childhood Department has met full NAEYC Accreditation.

In our mission to educate the whole child, a strong presence of fine art experiences round out our educational offerings during the school day and in an afterschool format. Through collaborations with community art agencies, museums, and a variety of service organizations, we are able to extend learning opportunities that strengthen our connections with the school culture and the Greater Charleston area.

We remain an "An Intellect Construction Enterprise; Developing Minds, Building Character, Engineering Futures" Where excellence is a standard expectation and where standards are expected to be excellent.

Cecelia Gordon Rogers, Executive School Director  
Will Rivers, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	1	21	40
Percent satisfied with learning environment	N/A	100%	97.5%
Percent satisfied with social and physical environment	N/A	100%	92.3%
Percent satisfied with school-home relations	N/A	100%	95%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child’s district or school.

<b>Overall Weighted Points Total</b>	<b>95.2</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Charleston Development Academy Public Charter School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	99.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	678.5	659.3	610.8	651.2	97.3	100.0
Male	N/A	N/A	N/A	N/A	96.1	100.0
Female	N/A	N/A	N/A	N/A	98.3	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	678.5	659.3	610.8	651.2	97.3	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	676.7	656.4	607.7	650.7	96.8	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	23	100	22.7	36.4	40.9	77.3
	4	25	100	12	48	40	88
	5	21	100	14.3	42.9	42.9	85.7
	6	15	100	7.1	57.1	35.7	92.9
	7	18	100	11.1	55.6	33.3	88.9
	8	9	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	19	84.2	N/AV	N/AV	N/AV	93.3
	4	18	100	35.3	41.2	23.5	64.7
	5	20	100	5	70	25	95
	6	20	100	21.1	47.4	31.6	78.9
	7	15	100	6.7	46.7	46.7	93.3
	8	18	100	16.7	27.8	55.6	83.3
<b>Mathematics</b>							
<b>2012</b>	3	23	100	36.4	36.4	27.3	63.6
	4	25	100	20	44	36	80
	5	21	100	14.3	66.7	19	85.7
	6	15	100	7.1	57.1	35.7	92.9
	7	18	100	11.1	44.4	44.4	88.9
	8	9	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	19	100	22.2	33.3	44.4	77.8
	4	18	100	5.9	58.8	35.3	94.1
	5	20	100	5	45	50	95
	6	20	100	15.8	78.9	5.3	84.2
	7	15	100	20	53.3	26.7	80
	8	18	100	16.7	55.6	27.8	83.3
<b>Science</b>							
<b>2012</b>	3	12	100	N/AV	N/AV	N/AV	18.2
	4	25	100	N/AV	N/AV	N/AV	52
	5	10	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	18	100	N/AV	N/AV	N/AV	50
	8	4	I/S	I/S	I/S	I/S	
<b>2013</b>	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	47.1	47.1	5.9	52.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	15	100	33.3	60	6.7	66.7
	8	9	I/S	I/S	I/S	I/S	

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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>2012</b>	3	11	100	18.2	36.4	45.5	81.8
	4	25	100	12	56	32	88
	5	11	100	N/AV	N/AV	N/AV	100
	6	8	I/S	I/S	I/S	I/S	I/S
	7	18	100	22.2	72.2	5.6	77.8
	8	5	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	18	100	11.8	58.8	29.4	88.2
	5	11	100	18.2	45.5	36.4	81.8
	6	10	I/S	I/S	I/S	I/S	I/S
	7	15	100	33.3	46.7	20	66.7
	8	9	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2012</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	21	100	9.5	57.1	33.3	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	9	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	19	100	22.2	33.3	44.4	77.8
	4	19	100	17.6	58.8	23.5	82.4
	5	20	100	5	45	50	95
	6	20	100	5.3	63.2	31.6	94.7
	7	15	100	N/AV	N/AV	N/AV	100
	8	18	100	11.1	55.6	33.3	88.9

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