



## Charleston Charter School for Math and Science

1002 King Street  
Charleston, SC 29403

<b>Grades</b>	6-12 High School	
<b>Enrollment</b>	454 Students	
<b>Principal</b>	Michael A. Stagliano	(843) 720-3085
<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>Excellent</b>	<b>Good</b>
2012	Excellent	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

## 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>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
27	2	0	0	0

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

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	93.6%	90.9%	90.7%	82.3%	84.4%	86.1%
Passed 1 subtest (%)	2.1%	7.3%	7.4%	10.6%	9.8%	9.3%
Passed no subtests (%)	4.3%	1.8%	1.9%	7.7%	6.4%	5.1%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	100.0%	94.8%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	45	42	336	335
Number of Graduates in Cohort	42	35	264	271
Rate	93.3%	83.3%	78.6%	81.1%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	1	43	342	332
Number of Graduates in Cohort	1	43	269	274
Rate	100.0%	100.0%	78.2%	83.5%

**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	78.9%	79.1%
English 1	83.1%	77.0%
Biology 1/Applied Biology 2	92.9%	82.7%
US History and the Constitution	77.6%	67.3%
All Tests	83.4%	76.4%

\* 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
<b>Students (n=454)</b>				
Retention rate	1.8%	Down from 2.2%	2.6%	2.9%
Attendance rate	97.5%	Up from 96.6%	95.5%	95.1%
Served by gifted and talented program	38.6%	N/A	25.5%	17.5%
With disabilities	5.1%	N/A	10.1%	11.9%
Older than usual for grade	3.2%	N/A	6.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 2.6%	1.0%	1.1%
Enrolled in AP/IB programs	33.9%	Up from 33.3%	23.3%	15.1%
Successful on AP/IB exams	42.0%	Down from 51.4%	53.4%	51.5%
Eligible for LIFE Scholarship	32.4%	Down from 32.6%	33.8%	30.6%
Annual dropout rate	0.0%	No Change	2.2%	2.3%
Career/technology students in co-curricular organizations	10.2%	Up from 1.4%	8.4%	7.2%
Enrollment in career/technology courses	216	Up from 192	793	418
Students participating in work-based experiences	1.9%	Up from 0.2%	14.9%	14.6%
Career/technology students attaining technical skills	93.9%	Up from 91.7%	85.4%	84.8%
Career/technology completers placed	92.3%	N/A	98.4%	98.3%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	68.6%	Up from 52.6%	66.7%	63.4%
Continuing contract teachers	42.9%	Up from 34.2%	79.1%	78.8%
Teachers returning from previous year	69.2%	Down from 69.5%	87.9%	86.2%
Teacher attendance rate	97.6%	Down from 99.5%	95.2%	95.2%
Average teacher salary*	\$39,863	Up 2.9%	\$49,822	\$48,699
Professional development days/teacher	6.0 days	No Change	11.4 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	5.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.7 to 1	29.0 to 1	26.9 to 1
Prime instructional time	93.7%	Down from 95.7%	88.9%	89.0%
Dollars spent per pupil**	\$8,184	Up 21.3%	\$7,160	\$7,919
Percent of expenditures for teacher salaries**	53.0%	Down from 54.2%	59.0%	57.0%
Percent of expenditures for instruction**	57.0%	Down from 60.0%	61.0%	60.0%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	39.2%	Down from 97.7%	97.8%	97.7%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	36	100.0%	223	83.4%	42	83.3%
<b>Gender</b>						
Male	17	100.0%	116	84.5%	20	80.0%
Female	19	100.0%	107	82.2%	22	86.4%
<b>Racial/Ethnic Group</b>						
White	23	100.0%	94	89.4%	26	76.9%
African American	13	100.0%	118	78.8%	15	93.3%
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
<b>Disability Status</b>						
Disabled	N/A	N/A	16	37.5%	N/A	N/A
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	N/A	N/A	94	76.6%	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

CCSMS, a racially diverse peninsula charter school in an urban setting, exposes students to a challenging and rigorous STEM career-based curriculum helping them to become college and career ready. The school's mission embodies the principles advocated by the original founders: "to educate students for success in college and careers by providing an innovative learning environment that is academically excellent, developmentally responsive, and socially equitable." The 2012-13 school year proved to be landmark with the approval of the ten-year charter renewal and the move into the Rivers Educational Center.

Our math and science intense curriculum is the primary focus. The middle school curriculum is designed to build a strong foundation and appreciation for the interrelationship between the two through the use of interactive technology, classroom projects, and project-based learning. The platform for the high school curriculum in math and science is Project Lead the Way (PLTW). Students have the option of selecting challenging STEM courses centered on careers in Engineering/Architecture, Business/Entrepreneurship, Biomedical Sciences, and Education. Career Cluster classes include PLTW Engineering, PLTW Biomedical, and YES Carolina! Business Entrepreneurship and Teacher Cadet. Both middle and high curriculums are supplemented with a two-week Spring Term, including concentrated classes in math and science with career exploration, for which students receive high school credit. Electives offered throughout the year include astronomy, science enrichment, Lego robotics, marine science, medical terminology, psychology, art, and music. All CCSMS students enrolled in 8th-12th grade participate in Individualized Graduation Plan meetings. PASS and EOC exam results have shown continued growth.

As always, PTO membership was at 100% for both faculty and parents, demonstrating their commitment and dedication to the success of CCSMS. This dedication is parallel with the after-school clubs and school activities sponsored by parents and students. After-school clubs included Academic Bowl, Student Government, Yugioh, Lego Robotics, Model Rocket, and Boys to Gentlemen. School activities included a Math and Science night, a Fall Festival, Choral Spring Ensemble collaboration with Laing Middle, and a Chili Cook-off. Afternoon Academy continued in grades 6-12 with small group tutoring. Scholarships were offered to families unable to pay for the services. Before school, students had access to computer labs and academic assistance.

CCSMS is a member of the SCHSL; teams in basketball, tennis, volleyball, cross-country, track, and soccer participated at JV & varsity levels. The Varsity Girls' Volleyball team and Varsity Co-Ed Soccer teams both won back-to-back regional titles. Swimming and middle school football were added this year.

CCSMS leads the way in technology, with SmartBoards in every classroom. Both PC and Macintosh labs as well as i-Pads are available for instruction. Our math classes use the TI InSpire and Navigator system for calculators. CCSMS uses staff and student email accounts, the PowerSchool online grade-book, and AlertNow for communication.

Michael A. Stagliano, Ph.D., Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	48	22
Percent satisfied with learning environment	N/A	85.4%	100%
Percent satisfied with social and physical environment	N/A	89.2%	90.4%
Percent satisfied with school-home relations	N/A	87.2%	95.5%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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>98.5</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 Charter School for Math and Science 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 Data**

	<b>Our District</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	20.3%	0.0%	No

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
<b>Grades 9-12</b>							
All Students	239.2	229.5	88.7	72.2	100.0	100.0	93.3
Male	N/A	N/A	N/A	N/A	N/A	N/A	88.5
Female	N/A	N/A	87.8	N/A	N/A	N/A	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A	100.0
African American	236.4	223.2	86.8	N/A	100.0	100.0	85.7
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	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	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	88.9
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
<b>English/Language Arts</b>								
All Students	2012	55	100.0	1.8	23.6	36.4	38.2	74.5
	2013	54	100.0	1.9	16.7	50.0	31.5	81.5
<b>Mathematics</b>								
All Students	2012	55	100.0	9.1	38.2	30.9	21.8	52.7
	2013	54	100.0	9.3	44.4	27.8	18.5	46.3

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