



SC Annual School Report Card Summary

Charleston Progressive
Charleston

Grades: K-8

Enrollment: 291

Principal: Wanda Wright-Sheats

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Hillery Douglas

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	At-Risk	TBD	Not Met	NI
2007	Below Average	At-Risk	N/A	Not Met	N/A
2006	Average	At-Risk	N/A	Met	N/A

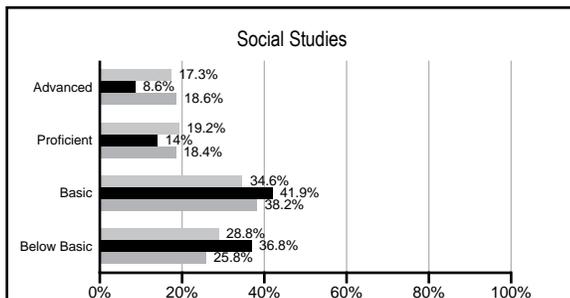
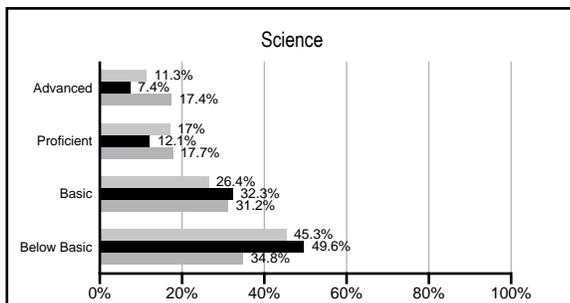
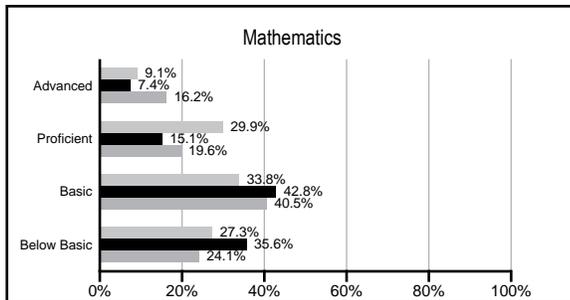
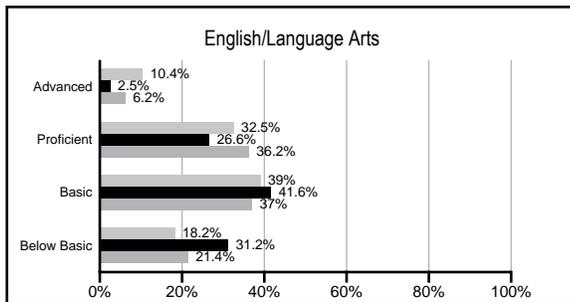
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	13	65	33

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

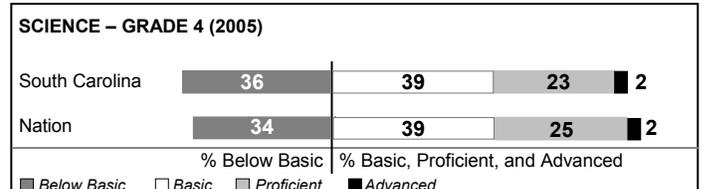
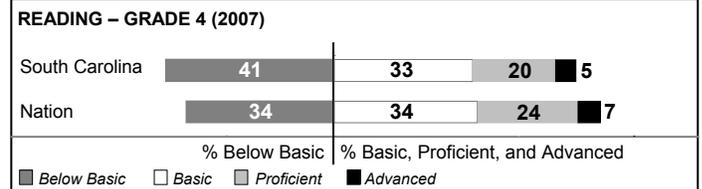
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Charleston Progressive [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=291)				
Retention rate	1.4%	Down from 5.6%	3.1%	2.3%
Attendance rate	96.7%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	7.7%	Down from 8.3%	3.5%	10.4%
With disabilities other than speech	6.3%	Down from 7.1%	7.8%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	Up from 2.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	53.6%	Up from 50.0%	54.4%	56.7%
Continuing contract teachers	64.3%	Down from 76.9%	69.7%	77.3%
Teachers with emergency or provisional certificates	7.7%	Down from 8.0%	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 76.4%	83.2%	86.4%
Teacher attendance rate	95.2%	Up from 94.8%	95.0%	94.9%
Average teacher salary	\$48,591	Up 3.0%	\$43,916	\$45,345
Classes not taught by highly qualified teachers	2.3%	Down from 2.9%	0.3%	0.0%
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 16.0 to 1	16.7 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 89.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,206	Up 17.3%	\$8,115	\$7,052
Percent of expenditures for instruction*	71.6%	Up from 68.6%	68.9%	69.1%
Percent of expenditures for teacher salaries*	65.0%	Up from 63.6%	62.2%	64.2%
% of AYP objectives met	76.9%		70.6%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	25	36
Percent satisfied with learning environment	64.5%	88.0%	80.6%
Percent satisfied with social and physical environment	77.4%	87.5%	80.6%
Percent satisfied with school-home relations	81.3%	88.0%	82.9%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Charleston Progressive Academy (CPA), a county-wide magnet school, serves students in grades K – 8. The school originated based on Integrated Thematic Instruction, which will continue to be a part of our cross-curricular planning and instruction. However, to meet the needs of all of our students today, we found Leadership and Fitness to be a more appropriate magnet focus.

It is our mission to empower our students to become productive and responsible citizens and leaders by providing each child with an engaging academic curriculum and enriching individualized learning experiences in a safe, student-centered learning environment with continuous support from faculty, staff, parents, and the community.

Our 2007 report card rating for the elementary school was below average for the first time. The middle school was rated unsatisfactory for the second time. To meet the learning needs and many levels of our students, we continued RIT Learning Communities. Students received daily instruction based on their RIT scores from MAP testing. MAP is a computerized benchmark assessment used to measure student progress. On the middle school level, students attended daily study skills classes. Other interventions that we are using to address student deficiencies are Successmaker, Academy of Reading and Math Computerized Assisted Instruction, and team teaching. CPA's eighth grade students were able to take Algebra I, Spanish I, and Keyboarding for high school credit.

Students received several academic accolades based upon training and instruction received. They include: CPA's first Junior Scholar, first and second place Optimist Oratorical Winners, National Pan-Hellenic Council Oratorical Winners, The Citadel Engineering Week Winners, Quest Writing Winner and the Post and Courier Math and Science Challenge Participants (middle). This was the third year that the Boys' Basketball Team existed at CPA. They were conference runner up in the 1-AAA Trident League Tournament.

Our greatest challenges include improving our stagnant elementary report card unsatisfactory improvement rating and moving our middle school students to the next level. We have a part-time parent educator who is working very hard to increase our parental involvement. A full-time middle school lead teacher and teacher coach have provided teachers with systematic professional development, in-services on data analysis and best practices in instruction, and assessment to create an atmosphere of academic excellence as we look forward to the 2008-2009 school year.

Wanda Wright-Sheats, Principal
Lonnie Hamilton III, SIC Chair

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