

CHARLESTON DEVELOPMENTAL ACADEMY CHARTER

233 Line Street
Charleston, SC 29403

Grades	K-7 Elementary School	
Enrollment	166 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
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	Average	Below Average
2009	Good	Excellent
2008	Below Average	At-Risk
2007	Average	Excellent
2006	At-Risk	At-Risk

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

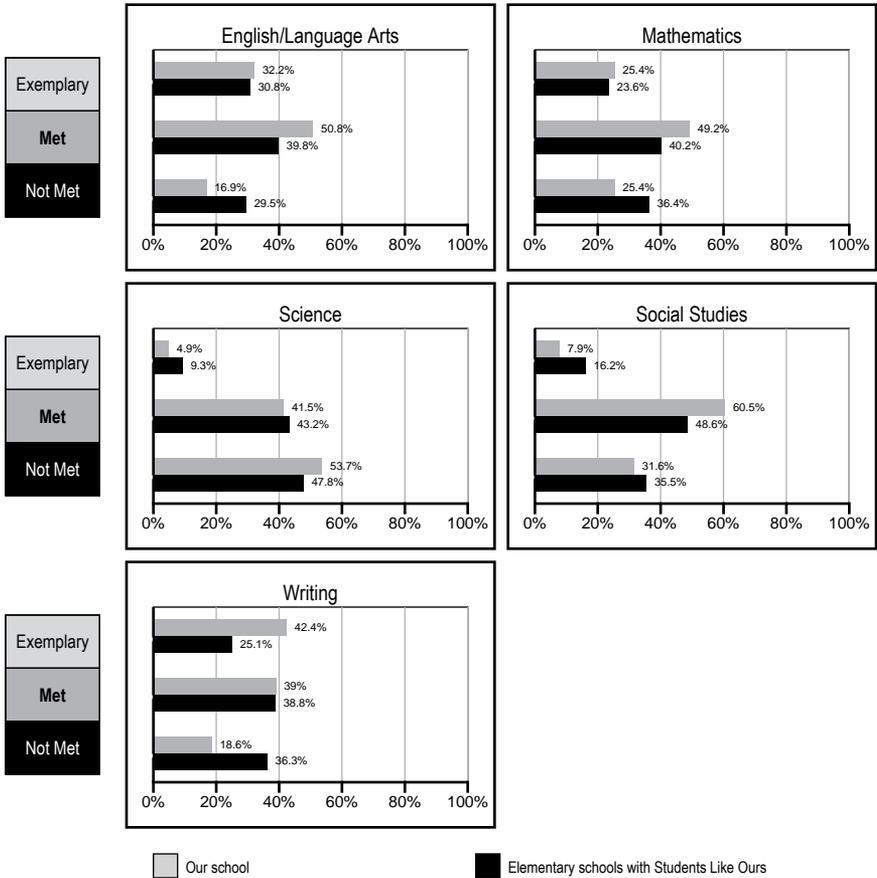
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	97	27	7

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=166)				
First graders who attended full-day kindergarten	80.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 2.3%	1.6%	1.2%
Attendance rate	99.3%	Down from 99.4%	95.7%	96.1%
Eligible for gifted and talented	14.3%	Up from 8.3%	6.9%	11.7%
With disabilities other than speech	0.6%	Up from 0.0%	8.8%	8.0%
Older than usual for grade	0.0%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	58.3%	Up from 57.1%	58.2%	60.5%
Continuing contract teachers	58.3%	Down from 64.3%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.9%	Up from 58.3%	85.1%	87.0%
Teacher attendance rate	99.8%	Down from 100.0%	95.2%	95.4%
Average teacher salary*	\$37,571	Up 12.2%	\$46,117	\$47,288
Professional development days/teacher	8.9 days	Up from 5.2 days	11.0 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.9 to 1	18.6 to 1	19.2 to 1
Prime instructional time	98.9%	Down from 99.4%	90.3%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,491	Down 5.5%	\$7,838	\$7,548
Percent of expenditures for instruction**	62.0%	Up from 61.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	50.9%	Up from 45.2%	64.1%	65.1%

* 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

Parents and Community Supporters,

Charleston Development Academy Public Charter School continues working toward our unique goal of maintaining high educational standards and expectations. We, the faculty and staff, believe we can establish a significant paradigm by a) utilizing assessment data to drive instruction, b) infusing the arts throughout the curriculum to enhance 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 to student success.

At CDA, we are continuing to foster our mission to provide a safe and nurturing environment that encourages excellence and help establish our school culture. We place a special emphasis on implementing character-based initiatives in order to promote the personal and social development of responsible and caring students with self-confidence. Therefore, we are beginning to witness a variety of significant changes, such as increased active parental involvement, community embracement, and enhanced cultural exposure. In addition, CDA has received several local and state awards and recognitions, including the Palmetto Gold 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 arts experiences round out our educational offerings during the school day and in an after-school format. Through collaborations with community arts agencies, museums, and a variety of service organizations, we are able to extend learning exchanges that strengthen their connections with the school culture and the Greater Charleston area.

Currently, one of the challenges continues to be the lack of diverse facility space to accommodate our burgeoning school enrollment. Short-term relief will be remedied by the addition of three lower grade level classrooms in a recently vacated space that adjoins the school and the construction of a modular building to accommodate the addition of the eighth grade classroom. At present, all classrooms are equipped with SMARTboard technology. Plans are presently underway to establish a technology lab classroom that can be shared by all grade levels.

Cecelia Gordon Rogers, School Director
 Brenda Grant, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	0	0
Percent satisfied with learning environment	100.0%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	100.0%	N/R	N/R

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

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	10.0%	0.0%	No
Student attendance rate	99.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	82	100	17.7	50.6	31.6	92.4	85	83.5	Yes	Yes
Gender										
Male	43	100	20	55	25	92.5	81.6	80.1	N/A	N/A
Female	39	100	15.4	46.2	38.5	92.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	82	100	17.7	50.6	31.6	92.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	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	3	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	69	100	19.4	53.7	26.9	91	76.4	76.9	Yes	Yes

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

All Students	82	100	27.8	46.8	25.3	91.1	81	80.4	Yes	Yes
Gender										
Male	43	100	42.5	32.5	25	87.5	78.9	78.4	N/A	N/A
Female	39	100	12.8	61.5	25.6	94.9	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	82	100	27.8	46.8	25.3	91.1	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	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	3	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	69	100	29.9	46.3	23.9	89.6	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	58	100	50.9	43.6	5.5	49.1	67.4	67.3
Gender								
Male	29	100	46.2	50	3.8	53.8	66.2	66.9
Female	29	100	55.2	37.9	6.9	44.8	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	58	100	50.9	43.6	5.5	49.1	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	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	2	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	48	100	56.5	41.3	2.2	43.5	49.3	55.4
Social Studies								
All Students	54	100	30.8	63.5	5.8	69.2	73.8	70.9
Gender								
Male	31	100	37.9	55.2	6.9	62.1	72.3	70.1
Female	23	100	21.7	73.9	4.3	78.3	75.3	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	54	100	30.8	63.5	5.8	69.2	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	45	100	36.4	59.1	4.5	63.6	60.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	82	100	16.5	41.8	41.8	83.5	75	72.1	99.3	95.7
Gender										
Male	43	100	17.5	52.5	30	82.5	69.1	65.2	99.2	95.5
Female	39	100	15.4	30.8	53.8	84.6	81	79.2	99.5	95.8
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	80.8	99.9	95.8
African American	82	100	16.5	41.8	41.8	83.5	60.2	59.7	99.3	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	99.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	N/A	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	4	I/S	I/S	I/S	I/S	I/S	28.4	27.7	99.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	69	100	17.9	44.8	37.3	82.1	61.1	61.9	99.3	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	21	100	4.8	38.1	57.1	95.2
	4	18	100	16.7	44.4	38.9	83.3
	5	12	100	N/AV	N/AV	N/AV	100
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	9.5	42.9	47.6	90.5
	4	20	100	30	45	25	70
	5	18	100	11.1	66.7	22.2	88.9
	6	12	100	16.7	50	33.3	83.3
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	21	100	14.3	42.9	42.9	85.7
	4	18	100	22.2	33.3	44.4	77.8
	5	12	100	9.1	27.3	63.6	90.9
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	33.3	38.1	28.6	66.7
	4	20	100	30	55	15	70
	5	18	100	11.1	55.6	33.3	88.9
	6	12	100	25	50	25	75
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	11	100	36.4	36.4	27.3	63.6
	4	18	100	5.6	72.2	22.2	94.4
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	12	100	63.6	27.3	9.1	36.4
	4	20	100	55	40	5	45
	5	10	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	38.9	27.8	33.3	61.1
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	N/A	N/A	N/A	65
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	21	100	9.5	42.9	47.6	90.5
	4	18	100	22.2	38.9	38.9	77.8
	5	11	100	N/AV	N/AV	N/AV	100
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	N/AV	N/AV	N/AV	100
	4	20	100	25	50	25	75
	5	18	100	33.3	22.2	44.4	66.7
	6	12	100	N/AV	N/AV	N/AV	100
	7	10	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample