

CHARLESTON PROGRESSIVE

1600 Saranac St.
North Charleston, SC

Grades	PK-6 Elementary School	
Enrollment	237 Students	
Principal	Wanda Wright-Sheats	843-720-2967
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good*
2010	Average	Excellent
2009	Average	Good
2008	Average	At-Risk
2007	Below Average	At-Risk

* The School's 2011 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 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://eoc.sc.gov>

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

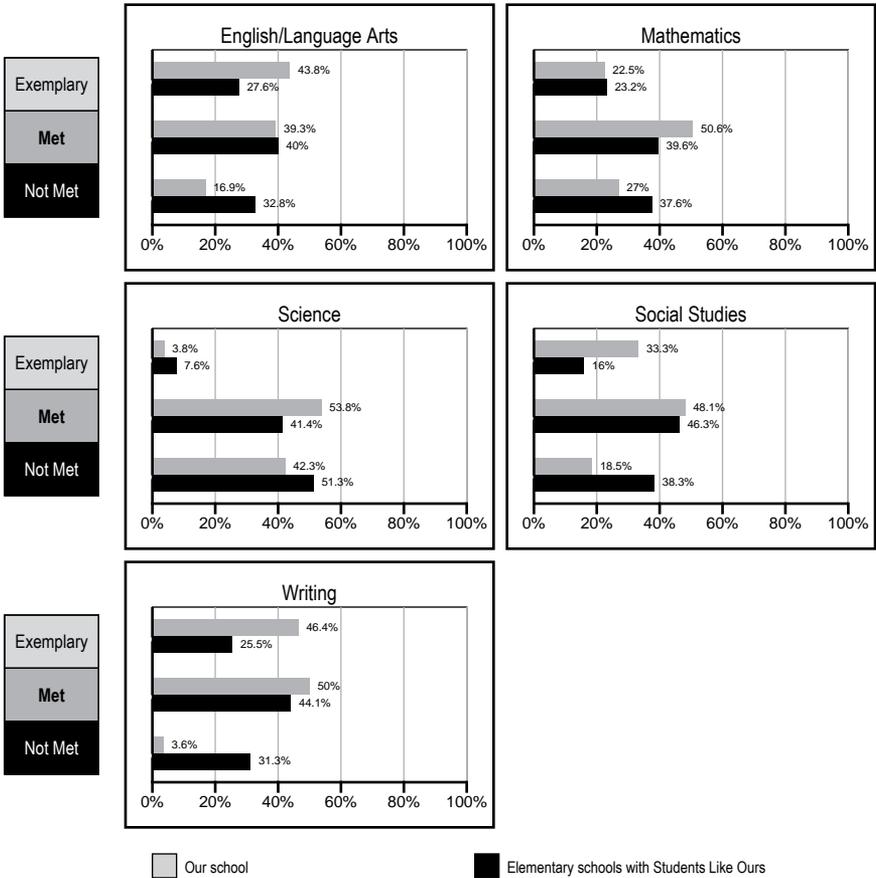
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	21

* Ratings are calculated with data available by 11/09/2011.

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=237)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.5%	1.1%
Attendance rate	96.6%	Up from 96.2%	95.9%	96.2%
Served by gifted and talented program	15.6%	Up from 5.7%	6.0%	13.4%
With disabilities other than speech	0.5%	Down from 2.1%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.1%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	25.0%	Down from 45.8%	61.7%	62.5%
Continuing contract teachers	75.0%	Down from 87.5%	83.3%	88.2%
Teachers returning from previous year	67.8%	Down from 81.4%	85.4%	87.8%
Teacher attendance rate	97.3%	Down from 99.7%	95.1%	95.2%
Average teacher salary*	\$44,182	Down 7.9%	\$45,304	\$46,773
Professional development days/teacher	17.4 days	Up from 10.6 days	10.5 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 15.7 to 1	17.7 to 1	19.9 to 1
Prime instructional time	93.9%	Down from 95.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,320	Down 18.3%	\$8,247	\$7,447
Percent of expenditures for instruction**	61.1%	Down from 65.2%	67.9%	68.4%
Percent of expenditures for teacher salaries**	56.2%	Up from 54.8%	64.7%	65.8%

* 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 Progressive Academy (CPA) is a Title I countywide magnet school focusing on fitness and leadership. The grade configuration is pre-kindergarten through sixth with 219 students. As in the past five years our instructional staff has remained stable and every teacher and teacher assistant is highly qualified as specified under No Child Left Behind. Faculty members have received various grants in the academic and fitness areas through Donor’s Choose and Charleston County School District.

CPA has much to be proud of this year: achieving AYP (met 13 out of 13 objectives), recipient of the 2010 Palmetto Gold Award due to our “excellent” improvement rating, and a Silver Award Winner as a result of closing the achievement gap for our students receiving free or reduced lunch. Our efforts in our reading program were rewarded with CPA receiving exemplary honors by Charleston County Community of Readers. Students received several academic, art, and sport accolades based upon training and instruction received at CPA.

Every year the instructional staff along with the school’s leadership team decides upon school wide initiatives that would enhance and strengthen the academic progress of CPA’s students. For the third year we decided on literacy, keeping aligned with the district’s focus and the school’s needs as assessed through standardized test results from PASS and Measures of Academic Progress. Additional professional development opportunities were provided on the Mastery Teaching Model and Response to Intervention (RTI). This year our professional development will focus on current best practices in math. To meet the learning needs and many levels of our students, we continued RTI/Study Skills learning groups. Other interventions included computerized instructional programs such as: the Accelerated Reader and Math Programs, Study Island, and Successmaker. Extended learning, social, and recreational opportunities were provided in our after school programs, Kaleidoscope and 21st Century, for our students.

It is our mission to empower our students to become productive and responsible citizens and leaders. We provide each child with an engaging and enriching academic curriculum with individualized learning experiences in a safe, student-centered environment with continuous support from faculty, staff, parents and the community. Although Charleston Progressive Academy has some challenges, they are limited. This year our partnership growth was stifled due to our temporary relocation from downtown to North Charleston. Partnerships remain a goal of CPA, inviting businesses and faith-based organizations to partner with us, as well as, increasing our parents’ level of engagement in school activities. We thank Morris Brown AME Church, Medical University of South Carolina, and College of Charleston for their continued support along with our community partners: Alpha Kappa Alpha and the Kiwanis as we continue to “build tomorrow’s leaders.”

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	16	16
Percent satisfied with learning environment	100.0%	81.3%	93.8%
Percent satisfied with social and physical environment	95.7%	81.3%	93.8%
Percent satisfied with school-home relations	82.6%	75.0%	100.0%

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

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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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	90	100	16.9	39.3	43.8	89.9	83.1	82.4	Yes	Yes
Gender										
Male	32	100	19.4	35.5	45.2	87.1	79.9	78.7	N/A	N/A
Female	58	100	15.5	41.4	43.1	91.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.8	88.9	I/S	I/S
African American	89	100	17	39.8	43.2	89.8	71.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	17.1	39	43.9	90.2	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	90	100	27	50.6	22.5	84.3	82.8	81.9	Yes	Yes
Gender										
Male	32	100	32.3	38.7	29	74.2	81.1	79.9	N/A	N/A
Female	58	100	24.1	56.9	19	89.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	88.9	I/S	I/S
African American	89	100	27.3	51.1	21.6	84.1	70.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	25.6	52.4	22	82.9	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	53	100	42.3	53.8	3.8	57.7	69.2	68.6
Gender								
Male	19	100	N/AV	N/AV	N/AV	61.1	68.4	68.3
Female	34	100	44.1	50	5.9	55.9	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	80.7
African American	53	100	42.3	53.8	3.8	57.7	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	48	100	38.3	57.4	4.3	61.7	51.8	57.3
Social Studies								
All Students	55	100	18.5	48.1	33.3	81.5	75.5	72.5
Gender								
Male	20	100	15.8	36.8	47.4	84.2	74.4	72
Female	35	100	20	54.3	25.7	80	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	81
African American	54	100	18.9	49.1	32.1	81.1	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	50	100	20.4	46.9	32.7	79.6	61.8	62.9

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	28	100	3.6	50	46.4	96.4	75.8	73.2	96.6	96
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	70.7	67.2	96.5	95.9
Female	19	100	5.3	57.9	36.8	94.7	81.1	79.4	96.7	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	98.5	96.1
African American	28	100	3.6	50	46.4	96.4	61.3	61.3	96.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	97.1	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	91.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.9	26	97.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	93.1	96.3
Socio-Economic Status										
Subsidized meals	28	100	3.6	50	46.4	96.4	62.2	63.2	96.5	95.5

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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							
2010	3	24	100	16.7	45.8	37.5	83.3
	4	32	100	18.8	59.4	21.9	81.3
	5	34	100	23.5	41.2	35.3	76.5
	6	25	100	28	48	24	72
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	12	28	60	88
	4	18	100	17.6	47.1	35.3	82.4
	5	28	100	14.3	42.9	42.9	85.7
	6	19	100	26.3	42.1	31.6	73.7
	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
Mathematics							
2010	3	24	100	33.3	45.8	20.8	66.7
	4	32	100	18.8	56.3	25	81.3
	5	34	100	41.2	38.2	20.6	58.8
	6	25	100	40	52	8	60
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	36	24	40	64
	4	18	100	23.5	58.8	17.6	76.5
	5	28	100	14.3	71.4	14.3	85.7
	6	19	100	36.8	47.4	15.8	63.2
	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
Science							
2010	3	12	100	75	16.7	8.3	25
	4	32	100	28.1	62.5	9.4	71.9
	5	17	100	35.3	58.8	5.9	64.7
	6	13	100	N/A	N/A	N/A	53.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	41.7	41.7	16.7	58.3
	4	18	100	N/AV	N/AV	N/AV	52.9
	5	14	100	N/AV	N/AV	N/AV	50
	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

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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							
2010	3	12	100	N/A	N/A	N/A	100
	4	32	100	12.5	43.8	43.8	87.5
	5	17	100	17.6	47.1	35.3	82.4
	6	12	100	8.3	50	41.7	91.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	13	100	30.8	23.1	46.2	69.2
	4	18	100	29.4	41.2	29.4	70.6
	5	14	100	7.1	50	42.9	92.9
	6	10	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
Writing							
2010	3	24	100	20.8	45.8	33.3	79.2
	4	32	100	21.9	53.1	25	78.1
	5	34	100	29.4	26.5	44.1	70.6
	6	25	100	32	40	28	68
	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
2011	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	28	100	3.6	50	46.4	96.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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