



## Charleston Progressive Academy

1600 Saranac St.  
North Charleston, SC

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	441 Students	
<b>Principal</b>	Wanda Wright-Sheats	(843) 720-2967
<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>Average</b>	<b>At-Risk</b>
2012	Average	Good
2011	Average	Good
2010	Average	Excellent
2009	Average	Good

## 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**

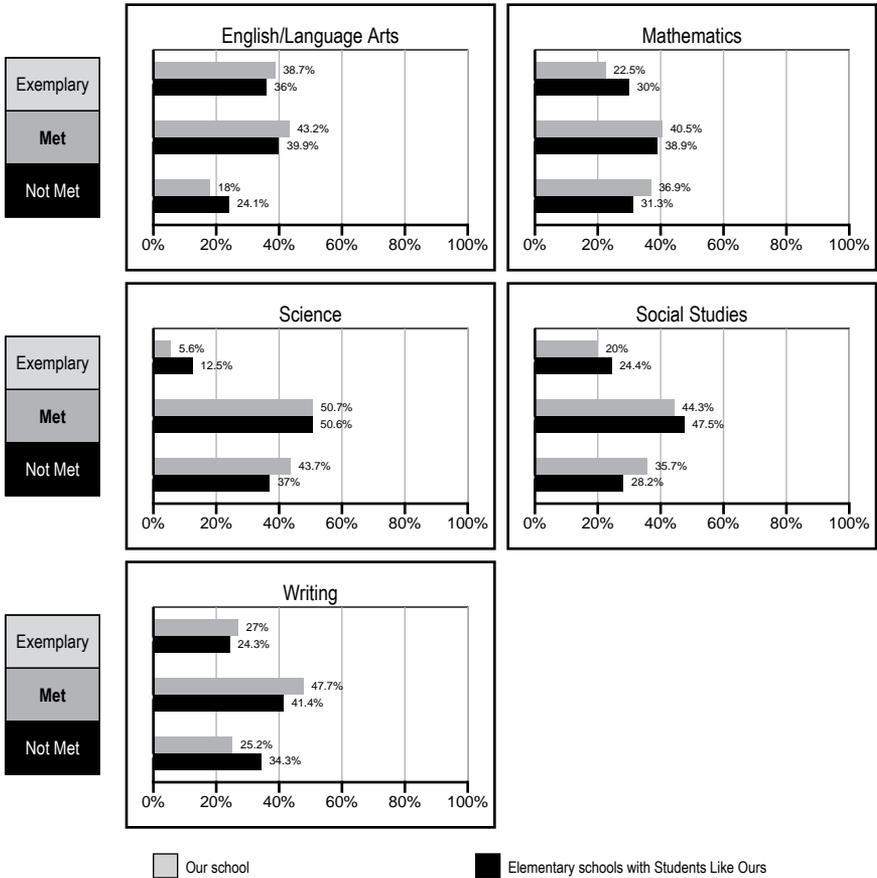
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.7%

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

Excellent	Good	Average	Below Average	At-Risk
10	19	95	14	2

\* 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=441)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	1.2%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.0%	96.3%
Served by gifted and talented program	3.5%	N/A	4.9%	7.2%
With disabilities	1.6%	N/A	14.1%	12.4%
Older than usual for grade	1.2%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.8%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	31.3%	Up from 30.8%	60.9%	62.5%
Continuing contract teachers	62.5%	Down from 69.2%	82.9%	83.3%
Teachers returning from previous year	78.2%	Up from 73.7%	87.6%	88.3%
Teacher attendance rate	97.6%	Down from 98.3%	94.7%	95.0%
Average teacher salary*	\$43,435	Up 2.5%	\$47,312	\$48,193
Professional development days/teacher	28.8 days	Up from 13.9 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	27.3 to 1	Up from 18.9 to 1	19.7 to 1	20.1 to 1
Prime instructional time	93.5%	Down from 95.0%	89.5%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	69.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,093	Down 39.4%	\$7,511	\$7,364
Percent of expenditures for instruction**	55.0%	Down from 62.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	54.0%	Down from 58.6%	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 Progressive Academy (CPA) is a Title I countywide magnet school focusing on fitness and leadership. The grade configuration is pre-kindergarten through sixth. As in the past seven years our instructional staff has remained stable. Every teacher and teacher assistant is highly qualified. Faculty members have received various grants in the academic and fitness areas through Elmer's Teachers Toolkit, Charleston County School District and the State Department of Education (SDE).

CPA continues to be proud of its successes: achieving the federal Elementary and Secondary Education Act rating of 97.8 (A) and a repeat recipient of the Palmetto Silver Award due to our school report card improvement rating (Good). In addition to the "A" rating, CPA is one of the highest-performing Title I schools; therefore, it was designated a Title I Reward School for Performance.

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. We chose to place extra focus on math by conducting Math Instructional Nights and implementing the problem of the week to enhance our students' mathematical skills. Two math interventionists were hired to provide additional instruction for struggling students on both the primary and elementary levels.

To meet the learning needs, styles, and many levels of our students we have continued implementing our AM Activities Program. It provides students with physical, academic, and social activities prior to the instructional day. CPA also operates an after-school program, Kaleidoscope for grades CD through six. Certified teachers are employed to give students at the tested grades additional instructional assistance and enrichment. Other interventions that were used to address students' needs were various computerized instructional programs. CPA is proud to be a part of CCSD's Race to the Top Grant. As a participant, teachers will receive professional development in personalized learning and implement the use of iPads during instruction. This year we joined the Franklin Covey Leader in Me Schools, therefore we will strengthen our leadership program as we implement the 7 Habits of Effective Students.

Although Charleston Progressive Academy has some challenges, they are limited. We continue to work on strategies to improve parental involvement. For the 2013-2014 school year, CPA will hire a parent liaison to implement these efforts. We are proud of the work and the support that the PTA Board continues to provide to the CPA teachers and administration and their involvement in the rebuild project of CPA as we look forward to our return to the downtown area in August of 2013 to a state of the art facility.

Wanda Wright-Sheats, Principal

Lonnie Hamilton III, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	18	14
Percent satisfied with learning environment	95.2%	94.5%	92.9%
Percent satisfied with social and physical environment	95%	94.4%	92.8%
Percent satisfied with school-home relations	90%	100%	85.8%

\* 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>63.2</b>
<b>Overall Grade Conversion</b>	<b>D</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 Progressive Academy 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**

	<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	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	657.6	634.1	609.6	625.1	100.0	100.0
Male	645.8	630.4	617.6	625.4	100.0	100.0
Female	664.4	636.2	605.9	624.9	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	656.6	633.3	609.7	625.1	100.0	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	657.1	633.5	609.5	629.8	100.0	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	30	100	30	23.3	46.7	70
	4	25	100	12	52	36	88
	5	21	100	9.5	66.7	23.8	90.5
	6	22	100	31.8	50	18.2	68.2
	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
<b>2013</b>	3	38	100	18.4	34.2	47.4	81.6
	4	31	100	16.7	46.7	36.7	83.3
	5	25	100	20	48	32	80
	6	18	100	16.7	50	33.3	83.3
	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
<b>Mathematics</b>							
<b>2012</b>	3	30	100	33.3	30	36.7	66.7
	4	25	100	32	48	20	68
	5	21	100	33.3	38.1	28.6	66.7
	6	22	100	13.6	72.7	13.6	86.4
	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
<b>2013</b>	3	38	100	50	36.8	13.2	50
	4	31	100	26.7	33.3	40	73.3
	5	25	100	36	44	20	64
	6	18	100	27.8	55.6	16.7	72.2
	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
<b>Science</b>							
<b>2012</b>	3	15	100	40	53.3	6.7	60
	4	25	100	36	56	8	64
	5	11	100	36.4	54.5	9.1	63.6
	6	11	100	N/AV	N/AV	N/AV	90.9
	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
<b>2013</b>	3	19	100	N/AV	N/AV	N/AV	42.1
	4	31	100	33.3	56.7	10	66.7
	5	12	100	41.7	50	8.3	58.3
	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

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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	15	100	33.3	20	46.7	66.7
	4	25	100	32	56	12	68
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	27.3	54.5	18.2	72.7
	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
<b>2013</b>	3	19	100	36.8	57.9	5.3	63.2
	4	31	100	26.7	40	33.3	73.3
	5	13	100	61.5	30.8	7.7	38.5
	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
<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	4.8	52.4	42.9	95.2
	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
<b>2013</b>	3	38	100	28.9	50	21.1	71.1
	4	31	100	16.7	43.3	40	83.3
	5	25	100	36	40	24	64
	6	18	100	16.7	61.1	22.2	83.3
	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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