



SC Annual School Report Card Summary

Charleston Development Academy Public Charter
CHARLESTON
 Grades: PK-8 Enrollment: 195
 Principal: Cecelia Gordon Rogers
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Cindy Bohn Coats

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 AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	At-Risk	TBD	TBD	A	Reward
2013	Good	Average	N/A	SILVER	A	Reward
2012	Average	Good	SILVER	SILVER	A	Reward

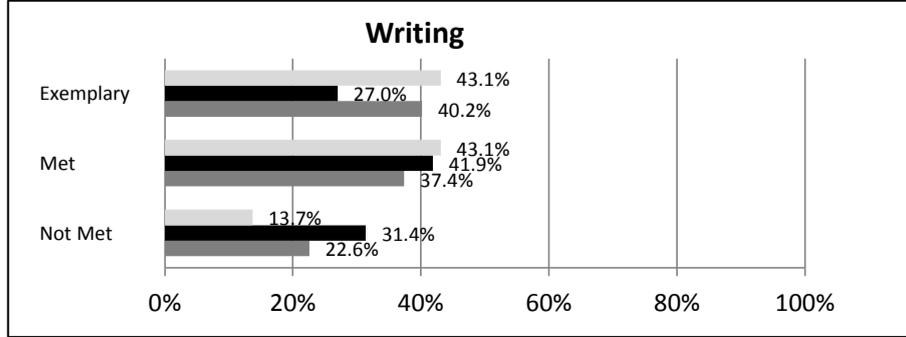
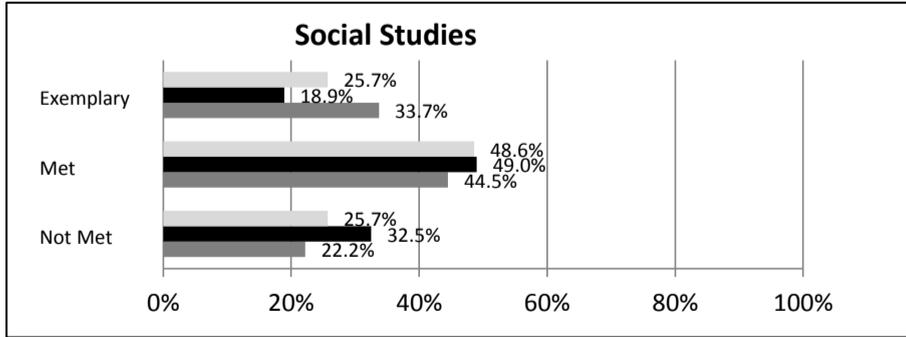
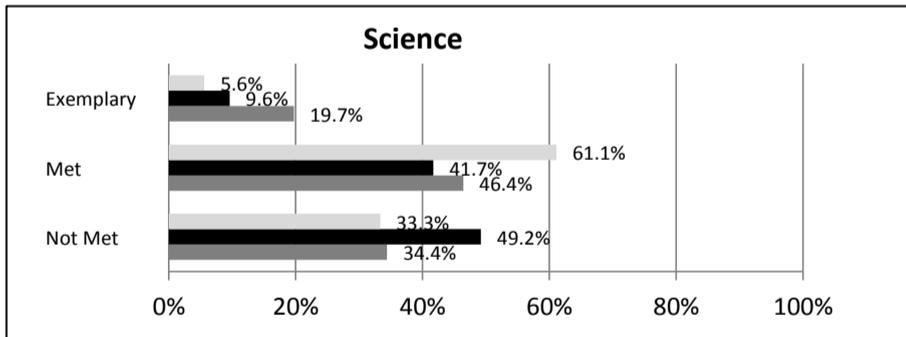
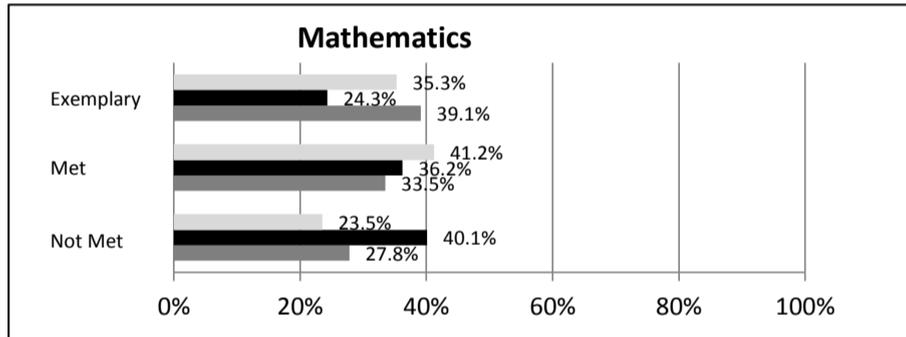
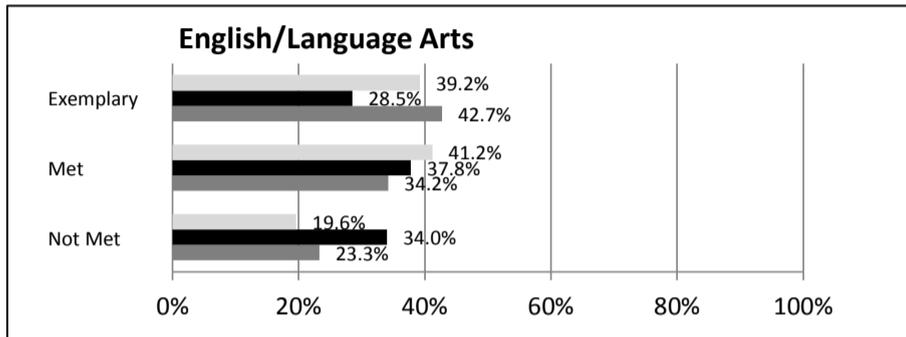
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	12	128	41	12

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

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



SC 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.

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

**Charleston Development Academy Public Charter School
CHARLESTON**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 195)				
Retention rate	1.1%	No change	1.6%	1.0%
Attendance rate	99.5%	Down from 99.7%	96.0%	96.5%
Served by gifted and talented program	0.0%	Down from 0.5%	3.4%	7.3%
With disabilities	4.6%	Up from 3.6%	13.8%	12.5%
Older than usual for grade	0.0%	Down from 0.5%	2.7%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 20)				
Teachers with advanced degrees	40.0%	Up from 38.9%	60.3%	62.3%
Continuing contract teachers	60.0%	Down from 72.2%	75.8%	81.2%
Teachers returning from previous year	90.0%	Up from 85.2%	84.5%	88.4%
Teacher attendance rate	100.0%	No change	95.2%	95.3%
Average teacher salary*	\$38,010	Up 1.4%	\$46,165	\$47,902
Classes not taught by highly qualified teachers	12.0%	Up from 1.9%	0.0%	0.0%
Professional development days/teacher	40.2 days	Up from 34.9 days	10.7 days	10.9 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 13.8 to 1	18.7 to 1	19.9 to 1
Prime instructional time	99.4%	Down from 99.5%	90.4%	90.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.2%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$8,219	Up 9.4%	\$8,195	\$7,680
Percent of expenditures for instruction**	63.9%	Down from 64.0%	65.8%	66.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 63.0%	64.9%	66.0%
ESEA composite index score	96.4	Up from 95.2	73.4	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	8	25	38
Percent satisfied with learning environment	-4.0%	100.0%	89.5%
Percent satisfied with social and physical environment	-4.0%	100.0%	89.2%
Percent satisfied with school-home relations	-4.0%	100.0%	78.4%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The CDA educational approach encourages the student to think, to excel, and to problem solve. Students needing interventions or specific programs are gently guided by CDA educators. In guiding the student, the educator presents the curriculum in a way that best responds to the student's individual and diverse learning style. Rigorous curricular and co-curricular initiatives such as arts integration strengthen overall student literacy competencies and learning outcomes. Therefore, the CDA learning community challenges and supports the child to attain achievement and success in all academic and personal areas of development.

In our mission to educate the whole child, a strong presence of fine art experiences round out our educational offerings during the school day and in an afterschool format. Through collaborations with community art agencies, museums, and a variety of service organizations, we are able to extend learning opportunities that strengthen our connections with the school culture and the Greater Charleston area.

We remain an "An Intellect Construction Enterprise; Developing Minds, Building Character, Engineering Futures" where excellence is a standard expectation and where standards are expected to be excellent.

Cecelia Gordon Rogers, Executive School Director
Will Rivers, SIC Chairperson

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