



Charleston Development Academy Charter

233 Line Street
Charleston, SC 29403

Grades	K-5 Elementary School	
Enrollment	103 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Excellent
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Good	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

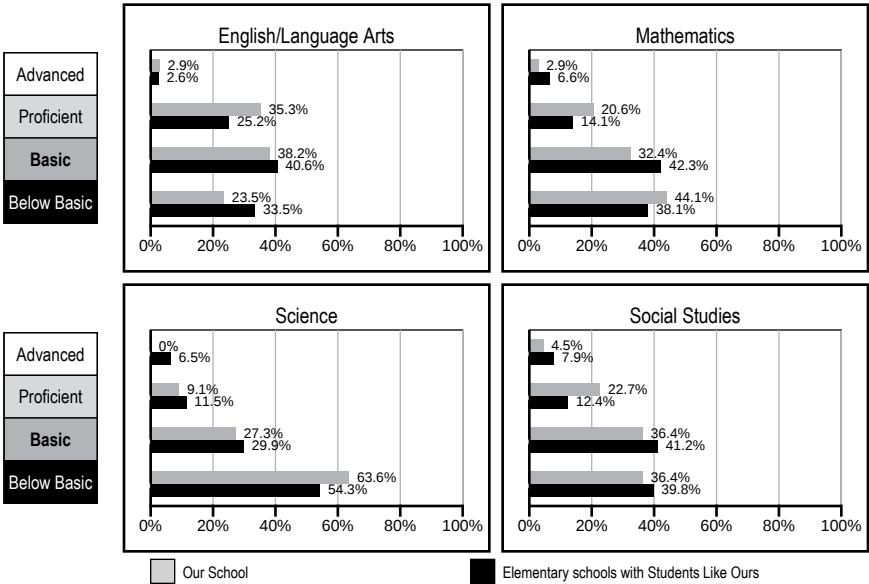
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=103)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.0%	3.1%	2.3%
Attendance rate	98.4%	Down from 99.8%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 2.9%	2.9%	10.4%
With disabilities other than speech	0.0%	Down from 3.1%	7.8%	7.5%
Older than usual for grade	0.0%	No Change	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	62.5%	Down from 80.0%	54.4%	56.7%
Continuing contract teachers	25.0%	Down from 40.0%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	47.2%	Down from 52.8%	82.6%	86.4%
Teacher attendance rate	100.0%	No Change	95.0%	94.9%
Average teacher salary	\$32,500	Down 21.5%	\$43,838	\$45,345
Professional development days/teacher	18.5 days	Up from 4.9 days	13.9 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Down from 12.1 to 1	16.6 to 1	18.5 to 1
Prime instructional time	98.4%	Down from 99.8%	89.3%	89.8%
Opportunities in the arts	Excellent	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*	\$8,470	Up 0.6%	\$8,168	\$7,052
Percent of expenditures for instruction*	65.0%	Down from 66.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	47.9%	Down from 56.4%	61.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We have a story to tell. Equipped with the tools of hope, perseverance, and determination, Charleston Development Academy Charter School (CDA) embarked upon a mission five years ago to make a difference in the lives of the children we humbly served. Every staff person made an unrelenting commitment to work harder and smarter to tackle the achievement disparity that plagues far too many of our students. Often, through no fault of their own, many of our families are gravely impacted by social, economic, and environmental issues that constantly inhibit success. Despite our collective journey being fraught with challenges, the drive within to work against underachievement has been our mantra of victory that far exceeds the impediments that exist.

Charleston Development Academy Charter School has worked diligently toward cultivating and maintaining a high level of academic standards and excellence since its inception in 2003. CDA was the first charter school in Charleston School District 20 and the only charter school nationally located in the midst of a public housing community. We have a current enrollment of 107 students in grades K through 5th.

In 2006, CDA earned NAEYC Accreditation for the Kindergarten Program. A highly coveted honor, CDA is one of only six programs locally to be recognized in this manner.

Charleston Development Academy's plan for improving student success was achieved through a detailed and focused emphasis on student learning and parental involvement. A school-wide instructional focus to meet the students' needs was coupled with fine arts and cultural exposure that strengthened our learning outreach. Further, essential reviewing of student work and data in relation to the South Carolina Learning Standards resulted in the refinement of specific targets: the identification of students need, the improvement of assignments and instruction, the assessment of student progress, and the tailoring of professional development. Our story continues to reflect the value of the collective efforts that are the essential ingredients to closing the Achievement Gap.

Cecelia Gordon Rogers, School Director
Marcus Cox, Ph. D., Governance Board Chair
Kim Odom, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	19	19
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

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

School Adequate Yearly Progress	NO
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This school met 4 out of 5 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	
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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. Sanction: Implement the restructuring plan.
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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.1%	0.0%	No
Student attendance rate	98.4%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	36	100	23.5	38.2	35.3	2.9	52.9	53.5	48.2	Yes	Yes
Gender											
Male	19	100	35.3	35.3	29.4	0	35.3	47.3	41.7	N/A	N/A
Female	17	100	11.8	41.2	41.2	5.9	70.6	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	36	100	23.5	38.2	35.3	2.9	52.9	32.1	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	30	100	21.4	42.9	35.7	0	53.6	33	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	36	100	44.1	32.4	20.6	2.9	29.4	49.7	45.8	No	Yes
Gender											
Male	19	100	47.1	23.5	29.4	0	29.4	49.5	45.6	N/A	N/A
Female	17	100	41.2	41.2	11.8	5.9	29.4	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	36	100	44.1	32.4	20.6	2.9	29.4	26.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	30	100	42.9	32.1	21.4	3.6	32.1	28.3	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	23	100	63.6	27.3	9.1	0	9.1	39.2	35.7	98.4	96
Gender											
Male	11	100	50	40	10	0	10	40.8	37.4	98.6	95.8
Female	12	100	75	16.7	8.3	0	8.3	37.6	33.8	98.1	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	N/A	96.1
African American	23	100	63.6	27.3	9.1	0	9.1	15.3	17	98.4	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	98.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	18	100	58.8	29.4	11.8	0	11.8	17.1	21.1	98.5	95.5

Social Studies

All Students	23	100	36.4	36.4	22.7	4.5	27.3	40.2	34	98.4	96
Gender											
Male	13	100	50	25	25	0	25	42	36.6	98.6	95.8
Female	10	I/S	I/S	I/S	I/S	I/S	I/S	38.3	31.3	98.1	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	N/A	96.1
African American	23	100	36.4	36.4	22.7	4.5	27.3	19.1	19.1	98.4	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	98.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	18	100	35.3	41.2	17.6	5.9	23.5	20.1	21	98.5	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	13	100	7.7	53.8	38.5	0	38.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	5.9	47.1	41.2	5.9	47.1
	4	10	I/S	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	13	100	7.7	61.5	30.8	0	30.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	41.2	41.2	17.6	0	17.6
	4	10	I/S	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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