

Charlestowne Academy

5841 Rivers Ave.
North Charleston, SC

Grades	K-12 Middle School	
Enrollment	424 Students	
Principal	Kathy Penick	843-746-1349
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	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Average	Below Average

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

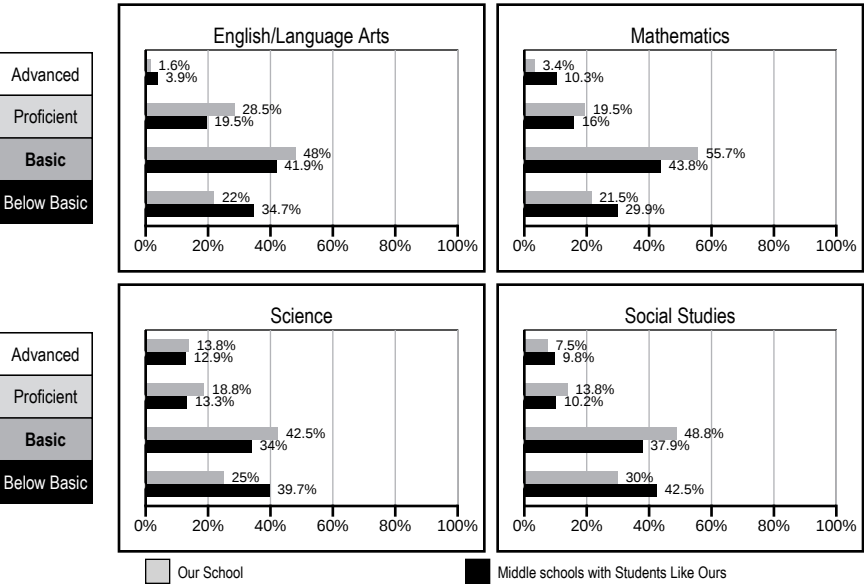
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	25	10

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	92.3	95.8
English 1	0	93.3
Physical Science	0	66.7
All Subjects	92.3	94.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=424)				
Students enrolled in high school credit courses (grades 7 & 8)	37.4%	Up from 6.8%	15.5%	19.4%
Retention rate	3.5%	Up from 2.6%	2.6%	1.8%
Attendance rate	95.8%	Down from 96.2%	95.5%	95.8%
Eligible for gifted and talented	7.4%	Down from 14.5%	13.1%	15.3%
With disabilities other than speech	8.8%	Up from 8.1%	14.2%	12.9%
Older than usual for grade	2.5%	Up from 1.8%	4.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.8%	Up from 2.0%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 50.0%	52.2%	55.0%
Continuing contract teachers	45.7%	Down from 66.7%	67.6%	70.6%
Teachers with emergency or provisional certificates	4.5%	No Change	7.8%	5.4%
Teachers returning from previous year	72.5%	Down from 74.8%	80.8%	83.4%
Teacher attendance rate	96.5%	Up from 95.5%	94.9%	94.9%
Average teacher salary	\$43,979	Up 4.8%	\$44,281	\$44,706
Professional development days/teacher	10.5 days	Down from 14.7 days	11.6 days	11.8 days
School				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 21.1 to 1	20.4 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 90.2%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,697	Up 5.1%	\$7,100	\$7,097
Percent of expenditures for instruction*	72.4%	Down from 74.0%	63.8%	64.4%
Percent of expenditures for teacher salaries*	66.5%	Down from 68.6%	59.0%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Charlestowne Academy was identified as a Showcase School for the 2006-2007 school year and has earned the Palmetto Gold Award every year for five consecutive years. Charlestowne Academy is unique in that it is the only public K-12 school in our state. Charlestowne Academy's high school has earned a reputation for academic distinction. An additional English teacher joined the high school team in August of 2007 and has made many contributions to the instructional program at CTA. The high school's continued success is directly related to a dedicated teaching staff, eighty percent of whom have remained at Charlestowne Academy for the past five years and have built a professional learning community that enjoys mutual respect and shares a common goal of continuous improvement.

An emphasis on strengthening the technology component this year has resulted 60% of our classrooms being equipped with Smartboards. All teachers have access to new LCD projectors, laptop computers, Elmos, and Aver Keys. An additional technology middle school staff will be added next year to assist our students in acquiring advanced computer competencies at an earlier age.

The middle school of CTA has experienced many challenges as a number of students from low-performing schools enrolled in Charlestowne Academy in 2007-2008 school year. Students who arrive during the middle school years have not had the benefit of the Spalding Reading Program embraced by Charlestowne Academy from kindergarten through the elementary grades. A mid-year intervention provided tutors for small groups of students with similar skill deficiencies, evidenced on assessments such as Measures of Academic Progress, Academy of Reading, and the Developmental Reading Assessment. Tutoring after school was also available during the school year. A Saturday Academy was provided in the fall of this year to address identified academic needs of students

Charlestowne Academy's elementary school has a reputation for producing accomplished readers who demonstrate a love of reading. Returning teachers and students in our elementary program affords stability and continuity. Unfortunately, our facilities can not accommodate the growing number of applicants. New innovative programs to enhance achievement will be implemented when adequate space is available.

These three levels make Charlestowne Academy ideal for infusing the Coherent Curriculum with entrepreneurship skills. Our Global Markets partnership, business partners from the community, parents, and teachers are all working together to lead our school in the direction of business and finance.

Kathy Penick, Principal
Fred Ancrum, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	38	19
Percent satisfied with learning environment	70.0%	42.1%	61.1%
Percent satisfied with social and physical environment	46.7%	52.6%	57.9%
Percent satisfied with school-home relations	50.0%	78.9%	78.9%

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

School Adequate Yearly Progress

NO

This school met 8 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. 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

	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	6.1%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	197	100	26.3	46.4	26.3	1	39.2	53.5	48.2	Yes	Yes
Gender											
Male	67	100	39.1	39.1	21.9	0	34.4	47.3	41.7	N/A	N/A
Female	130	100	20	50	28.5	1.5	41.5	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	26	100	25	33.3	37.5	4.2	50	77.6	60	I/S	I/S
African American	163	100	26.5	48.8	24.1	0.6	36.4	32.1	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	2	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	12	100	91.7	8.3	0	0	0	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	6	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	131	100	31.5	48.5	20	0	29.2	33	34	No	Yes

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

All Students	197	100	26.3	54.1	16	3.6	30.9	49.7	45.8	No	Yes
Gender											
Male	67	100	34.4	48.4	10.9	6.3	25	49.5	45.6	N/A	N/A
Female	130	100	22.3	56.9	18.5	2.3	33.8	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	26	100	12.5	54.2	29.2	4.2	45.8	75.6	59	I/S	I/S
African American	163	100	29	54.9	13.6	2.5	27.2	26.2	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	2	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	12	100	58.3	41.7	0	0	0	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	6	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	131	100	33.1	52.3	11.5	3.1	25.4	28.3	31.4	No	Yes

* 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	128	100	40.2	36.2	15	8.7	23.6	39.2	35.7	96.1	96
Gender											
Male	39	100	39.5	23.7	21.1	15.8	36.8	40.8	37.4	95.9	95.8
Female	89	100	40.4	41.6	12.4	5.6	18	37.6	33.8	96.2	96.1
Racial/Ethnic Group											
White	19	100	15.8	42.1	15.8	26.3	42.1	66.4	49.2	94.3	96.1
African American	103	100	45.1	36.3	14.7	3.9	18.6	15.3	17	96.2	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.6	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	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	96.2	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	6	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.6	96.3
Socio-Economic Status											
Subsidized meals	81	100	47.5	33.8	12.5	6.3	18.8	17.1	21.1	95.7	95.5

Social Studies

All Students	130	100	30.5	44.5	14.8	10.2	25	40.2	34	96.1	96
Gender											
Male	45	100	37.2	37.2	16.3	9.3	25.6	42	36.6	95.9	95.8
Female	85	100	27.1	48.2	14.1	10.6	24.7	38.3	31.3	96.2	96.1
Racial/Ethnic Group											
White	15	100	23.1	46.2	23.1	7.7	30.8	63.3	44.5	94.3	96.1
African American	109	100	32.1	45.9	12.8	9.2	22	19.1	19.1	96.2	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.6	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	8	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	96.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.6	96.3
Socio-Economic Status											
Subsidized meals	87	100	29.9	47.1	14.9	8	23	20.1	21	95.7	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	32	100	25	34.4	40.6	0	40.6
	4	27	100	18.5	48.1	33.3	0	33.3
	5	20	100	15	45	40	0	40
	6	46	100	13	63	21.7	2.2	23.9
	7	54	100	27.8	46.3	25.9	0	25.9
2008	8	51	100	16	60	22	2	24
	3	22	100	22.7	45.5	31.8	0	31.8
	4	24	100	41.7	45.8	12.5	0	12.5
	5	25	100	36	40	24	0	24
	6	48	100	26.1	39.1	30.4	4.3	34.8
2008	7	37	100	10.8	56.8	32.4	0	32.4
	8	41	100	27.5	50	22.5	0	22.5
Mathematics								
2007	3	32	100	31.3	56.3	9.4	3.1	12.5
	4	27	100	11.1	55.6	22.2	11.1	33.3
	5	20	100	15	55	20	10	30
	6	46	100	6.5	54.3	28.3	10.9	39.1
	7	54	100	22.2	55.6	18.5	3.7	22.2
2008	8	51	100	28	62	10	0	10
	3	22	100	31.8	50	0	18.2	18.2
	4	24	100	58.3	25	16.7	0	16.7
	5	25	100	16	56	24	4	28
	6	48	100	26.1	56.5	17.4	0	17.4
2008	7	37	100	8.1	64.9	27	0	27
	8	41	100	27.5	60	7.5	5	12.5
Science								
2007	3	16	100	87.5	12.5	0	0	0
	4	27	100	55.6	29.6	11.1	3.7	14.8
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	23	100	43.5	43.5	13	0	13
	7	54	100	50	31.5	13	5.6	18.5
2008	8	25	100	64	24	8	4	12
	3	11	100	72.7	18.2	9.1	0	9.1
	4	24	100	62.5	29.2	8.3	0	8.3
	5	12	100	66.7	25	8.3	0	8.3
	6	24	100	34.8	17.4	17.4	30.4	47.8
2008	7	37	100	8.1	64.9	21.6	5.4	27
	8	20	100	45	30	15	10	25
Social Studies								
2007	3	16	100	6.3	62.5	25	6.3	31.3
	4	27	100	18.5	70.4	7.4	3.7	11.1
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	23	100	13	69.6	8.7	8.7	17.4
	7	54	100	57.4	22.2	11.1	9.3	20.4
2008	8	26	100	11.5	76.9	7.7	3.8	11.5
	3	11	100	9.1	36.4	36.4	18.2	54.5
	4	24	100	45.8	33.3	16.7	4.2	20.8
	5	13	100	23.1	46.2	0	30.8	30.8
	6	24	100	17.4	60.9	8.7	13	21.7
2008	7	37	100	32.4	51.4	8.1	8.1	16.2
	8	21	100	40	30	30	0	30

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample