



Charlestowne Academy

5841 Rivers Ave.
North Charleston, SC

Grades	K-12 Elementary School	
Enrollment	342 Students	
Principal	Kathy Penick	843-746-1349
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	Average
2005	Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

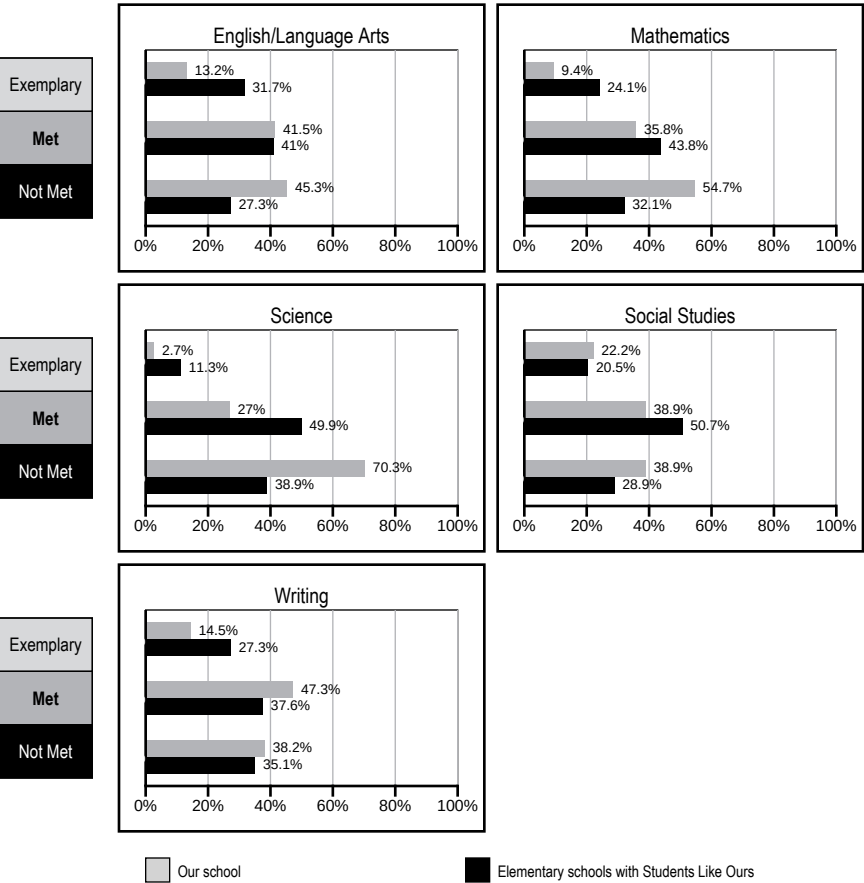
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	89	14	1

* Ratings are calculated with data available by 06/01/2010.

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=342)				
First graders who attended full-day kindergarten	100.0%	Up from 81.0%	100.0%	100.0%
Retention rate	1.5%	Down from 3.5%	2.5%	1.9%
Attendance rate	96.1%	Up from 95.8%	96.1%	96.3%
Eligible for gifted and talented	0.4%	Down from 7.4%	7.5%	10.0%
With disabilities other than speech	9.3%	Up from 8.8%	8.9%	7.7%
Older than usual for grade	1.5%	Down from 2.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.1%	Up from 3.8%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	52.9%	Down from 60.0%	57.7%	59.4%
Continuing contract teachers	55.9%	Up from 45.7%	81.8%	80.0%
Teachers with emergency or provisional certificates	7.7%	Up from 4.5%	0.0%	0.0%
Teachers returning from previous year	69.0%	Down from 72.5%	86.5%	85.9%
Teacher attendance rate	95.0%	Down from 96.5%	95.0%	95.1%
Average teacher salary*	\$46,493	Up 5.7%	\$46,663	\$47,149
Professional development days/teacher	16.4 days	Up from 10.5 days	11.8 days	11.1 days
School				
Principal's years at school	2.5	Up from 1.5	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 16.3 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.8%	Down from 91.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,586	Up 13.3%	\$7,409	\$7,458
Percent of expenditures for instruction**	76.1%	Up from 72.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	68.0%	Up from 66.5%	61.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Charlestowne Academy was founded by parents in 1996 as a Core Knowledge K-12 school with strong parental involvement. During its brief existence, Charlestowne Academy, a SACS accredited school, has received many accolades including six Palmetto Gold Awards.

Only one teacher, Katherine Thornton, has taught at Charlestowne Academy since its inception. Five principals have served Charlestowne Academy with the current principal having served for the past two and a half years. Many families have benefited from the small, nurturing environment providing a quality educational program for elementary, middle, and high school students.

Charlestowne Academy will close on June 5, 2009. Students and faculty will be greatly missed. We wish all stakeholders well in future endeavors.

Kathy Penick, Principal
Fred Ancrum, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	21	34
Percent satisfied with learning environment	N/R	76.2%	79.4%
Percent satisfied with social and physical environment	N/R	61.9%	78.8%
Percent satisfied with school-home relations	N/R	61.9%	88.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 12 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	
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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. 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	183	100	33.5	44.5	22	78	84.9	82.8	Yes	Yes
Gender										
Male	74	100	36.5	47.3	16.2	74.3	81.8	79.3	N/A	N/A
Female	109	100	31.5	42.6	25.9	80.6	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	21.1	47.4	31.6	84.2	95.8	89.5	I/S	I/S
African American	153	100	35.5	44.7	19.7	76.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	14	100	78.6	14.3	7.1	28.6	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	137	100	37.5	44.1	18.4	73.5	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	183	100	41.8	48.4	9.9	69.8	81	78.9	Yes	Yes
Gender										
Male	74	100	45.9	43.2	10.8	64.9	79.3	77	N/A	N/A
Female	109	100	38.9	51.9	9.3	73.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	19	100	15.8	68.4	15.8	89.5	94.6	87.2	I/S	I/S
African American	153	100	46.7	46.1	7.2	65.8	67.9	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	35.7	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	137	100	47.1	44.1	8.8	64	69.2	70.2	Yes	Yes

* 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

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	124	100	54	39.5	6.5	46	68.9	67.5
Gender								
Male	51	100	52.9	35.3	11.8	47.1	68.2	67
Female	73	100	54.8	42.5	2.7	45.2	69.6	68
Racial/Ethnic Group								
White	12	100	33.3	58.3	8.3	66.7	90.4	79.5
African American	108	100	57.4	38	4.6	42.6	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	94	100	59.6	36.2	4.3	40.4	50.2	55.1

Social Studies								
All Students	122	100	30.6	49.6	19.8	69.4	76.8	72.3
Gender								
Male	53	100	35.8	45.3	18.9	64.2	75.3	71.5
Female	69	100	26.5	52.9	20.6	73.5	78.4	73.2
Racial/Ethnic Group								
White	14	100	21.4	28.6	50	78.6	91.5	80.7
African American	99	100	33.7	51	15.3	66.3	62.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	95	100	31.9	47.9	20.2	68.1	64	62.1

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	186	98.9	32.8	50.3	16.9	67.2	74.1	70.2	96.4	96
Gender										
Male	74	97.3	41.7	50	8.3	58.3	67.8	63.2	96.2	95.9
Female	112	100	27	50.5	22.5	73	80.6	77.5	96.6	96.1
Racial/Ethnic Group										
White	19	100	31.6	36.8	31.6	68.4	90.4	79.1	93.9	95.9
African American	156	98.7	34	51.6	14.4	66	59.2	57.6	96.7	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.7	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	7.7	29.6	26.1	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.2	61.2	98	96.5
Socio-Economic Status										
Subsidized meals	139	98.6	37.5	49.3	13.2	62.5	59.1	58.9	96.2	95.7

Abbreviations for Missing Data

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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							
2009	3	13	100	23.1	53.8	23.1	76.9
	4	20	100	55	30	15	45
	5	20	100	50	45	5	50
	6	46	100	34.8	45.7	19.6	65.2
	7	44	100	27.3	50	22.7	72.7
	8	40	100	23.1	41	35.9	76.9
Mathematics							
2009	3	13	100	46.2	38.5	15.4	53.8
	4	20	100	45	40	15	55
	5	20	100	N/AV	N/AV	N/AV	30
	6	46	100	39.1	50	10.9	60.9
	7	44	100	36.4	52.3	11.4	63.6
	8	40	100	33.3	59	7.7	66.7
Science							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	30
	5	10	I/S	I/S	I/S	I/S	I/S
	6	23	100	N/AV	N/AV	N/AV	30.4
	7	44	100	36.4	52.3	11.4	63.6
	8	20	100	45	45	10	55
Social Studies							
2009	3	6	I/S	I/S	I/S	I/S	I/S
	4	20	100	30	60	10	70
	5	10	I/S	I/S	I/S	I/S	I/S
	6	23	100	13	78.3	8.7	87
	7	43	100	32.6	44.2	23.3	67.4
	8	20	100	31.6	47.4	21.1	68.4
Writing							
2009	3	14	100	14.3	42.9	42.9	85.7
	4	21	100	38.1	52.4	9.5	61.9
	5	20	100	N/AV	N/AV	N/AV	45
	6	47	100	38.3	48.9	12.8	61.7
	7	44	95.5	23.8	61.9	14.3	76.2
	8	40	100	28.2	43.6	28.2	71.8

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