



Charleston Progressive

382 Meeting Street
Charleston, SC 29403

Grades	K-8 Elementary School	
Enrollment	254 Students	
Principal	Wanda Wright-Sheats	843-720-2967
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	Average	Good*
2008	Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

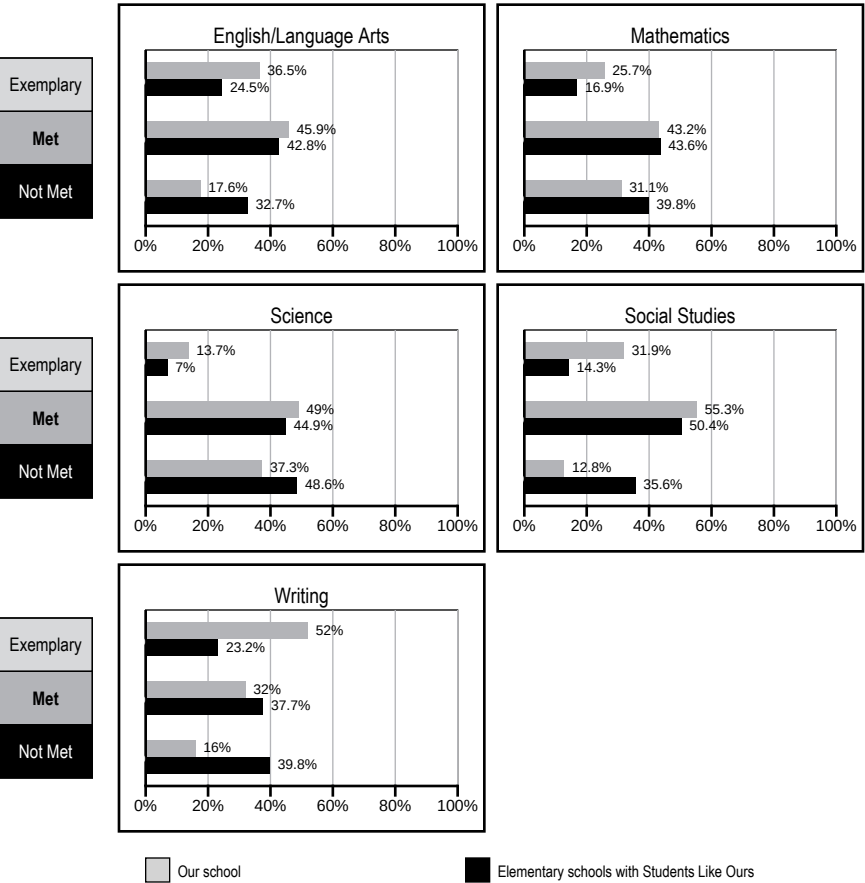
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	95	57	19

* 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=254)				
First graders who attended full-day kindergarten	96.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 1.4%	2.5%	1.9%
Attendance rate	96.5%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	10.3%	Up from 7.7%	4.3%	10.0%
With disabilities other than speech	6.3%	No Change	8.1%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Down from 5.5%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	Down from 53.6%	56.8%	59.4%
Continuing contract teachers	87.5%	Up from 64.3%	73.7%	80.0%
Teachers with emergency or provisional certificates	4.3%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 84.2%	83.1%	85.9%
Teacher attendance rate	93.4%	Down from 95.2%	95.1%	95.1%
Average teacher salary*	\$49,097	Up 1.0%	\$45,608	\$47,149
Professional development days/teacher	8.7 days	Down from 16.5 days	10.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 13.9 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 91.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,772	Up 31.3%	\$8,320	\$7,458
Percent of expenditures for instruction**	66.8%	Down from 71.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Down from 65.0%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Charleston Progressive Academy (CPA), a Title I countywide magnet school has gone through a major transition this school year. For the 2009-2010 school year our grade configuration is CD/4K – 6.

We are delighted that our rating on the 2008 elementary school report card returned to the average rating. Even though the middle school was rated as at-risk on the 2008 report card, the absolute rating increased by two tenths of a point. This was reflected in the increase of the improvement rating to below average. To meet the learning needs and many levels of our students, we continued RIT/Study skills learning groups. On the middle school level, students attended daily study skills classes. Other interventions that we used to address students' needs were Successmaker, Accelerator Reading and Math and ReadAbout, which are all computer based instruction. After school programs include Kaleidoscope and 21st Century. At CPA eighth grade students were able to take Algebra I, Spanish I, and Keyboarding for high school credits.

Students received several academic accolades based upon training and instruction received. They include: first and second place Optimist Oratorical Winners, National Pan-Hellenic Council Oratorical Winners, recognition of 31 families for the Community of Readers, first place in the Entrepreneur Competition, and basketball and track competitions.

It is our mission to empower our students to become productive and responsible citizens and leaders by providing each child with an engaging academic curriculum and enriching individualized learning experiences in a safe, student-centered learning environment with continuous support we still maintain some challenges.

Our greatest challenge still remains improving our stagnant elementary report card's at-risk improvement rating. A lead teacher provides teachers with systematic professional development, in-services on data analysis and best practices in instruction and assessment to create an atmosphere of academic excellence as we look forward to the 2009-2010 school year. We are excited about our newly acquired CD/4 program and are looking forward to building a strong academic foundation in our early childhood students.

Wanda Wright-Sheats, Principal
Lonnie Hamilton III, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	22	22
Percent satisfied with learning environment	100.0%	80.0%	72.7%
Percent satisfied with social and physical environment	100.0%	77.3%	68.2%
Percent satisfied with school-home relations	95.0%	90.9%	63.6%

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

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 Adequate Yearly Progress

YES

This school met 13 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

NI-DELAY

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	96.5%	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	177	100	27.3	47.7	25	80.1	84.9	82.8	Yes	Yes
Gender										
Male	89	100	31.8	45.5	22.7	73.9	81.8	79.3	N/A	N/A
Female	88	100	22.7	50	27.3	86.4	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	171	100	25.9	48.8	25.3	81.2	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	5	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	15	100	78.6	14.3	7.1	21.4	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	5	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	26.8	51.7	21.5	80.5	74.9	75.5	Yes	Yes

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

All Students	177	100	45.5	37.5	17	70.5	81	78.9	Yes	Yes
Gender										
Male	89	100	46.6	33	20.5	69.3	79.3	77	N/A	N/A
Female	88	100	44.3	42	13.6	71.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	171	100	45.3	37.1	17.6	70.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	5	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	15	100	N/AV	N/AV	N/AV	14.3	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	5	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	100	47	37.6	15.4	71.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	119	100	33.1	54.2	12.7	66.9	68.9	67.5
Gender								
Male	59	100	32.8	56.9	10.3	67.2	68.2	67
Female	60	100	33.3	51.7	15	66.7	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	115	100	32.5	54.4	13.2	67.5	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	3	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	11	100	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	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	98	100	34	57.7	8.2	66	50.2	55.1

Social Studies								
All Students	120	100	29.4	49.6	21	70.6	76.8	72.3
Gender								
Male	59	100	32.8	46.6	20.7	67.2	75.3	71.5
Female	61	100	26.2	52.5	21.3	73.8	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	116	100	28.7	50.4	20.9	71.3	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	4	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	11	100	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	4	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	104	100	30.1	52.4	17.5	69.9	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	180	99.4	28.1	35.4	36.5	71.9	74.1	70.2	96.5	96
Gender										
Male	91	98.9	33.3	37.8	28.9	66.7	67.8	63.2	96.3	95.9
Female	89	100	22.7	33	44.3	77.3	80.6	77.5	96.8	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	N/A	95.9
African American	174	99.4	27.3	35.5	37.2	72.7	59.2	57.6	96.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	98.4	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.3	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	16	93.8	N/AV	N/AV	N/AV	6.7	29.6	26.1	95.1	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	5	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.7	96.5
Socio-Economic Status										
Subsidized meals	150	99.3	29.5	37.6	32.9	70.5	59.1	58.9	96.4	95.7

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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	27	100	14.8	44.4	40.7	85.2
	4	24	100	16.7	45.8	37.5	83.3
	5	22	100	18.2	50	31.8	81.8
	6	24	100	25	50	25	75
	7	38	100	37.8	43.2	18.9	62.2
	8	42	100	38.1	52.4	9.5	61.9
Mathematics							
2009	3	27	100	29.6	40.7	29.6	70.4
	4	24	100	16.7	54.2	29.2	83.3
	5	22	100	45.5	36.4	18.2	54.5
	6	24	100	41.7	41.7	16.7	58.3
	7	38	100	56.8	37.8	5.4	43.2
	8	42	100	64.3	23.8	11.9	35.7
Science							
2009	3	14	100	35.7	35.7	28.6	64.3
	4	24	100	25	62.5	12.5	75
	5	12	100	N/AV	N/AV	N/AV	41.7
	6	11	100	45.5	45.5	9.1	54.5
	7	38	100	24.3	64.9	10.8	75.7
	8	20	100	35	50	15	65
Social Studies							
2009	3	13	100	7.7	23.1	69.2	92.3
	4	24	100	8.3	79.2	12.5	91.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	13	100	7.7	69.2	23.1	92.3
	7	38	100	48.6	35.1	16.2	51.4
	8	22	100	45.5	50	4.5	54.5
Writing							
2009	3	27	100	7.4	33.3	59.3	92.6
	4	24	100	8.3	33.3	58.3	91.7
	5	24	100	33.3	29.2	37.5	66.7
	6	24	100	25	41.7	33.3	75
	7	39	97.4	34.2	44.7	21.1	65.8
	8	42	100	46.3	29.3	24.4	53.7

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