



CHARLESTON DEVELOPMENTAL ACADEMY CHARTER

233 Line Street
Charleston, SC 29403

Grades	K-8 Elementary School	
Enrollment	196 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Below Average
2009	Good	Excellent
2008	Below Average	At-Risk
2007	Average	Excellent

* The School's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

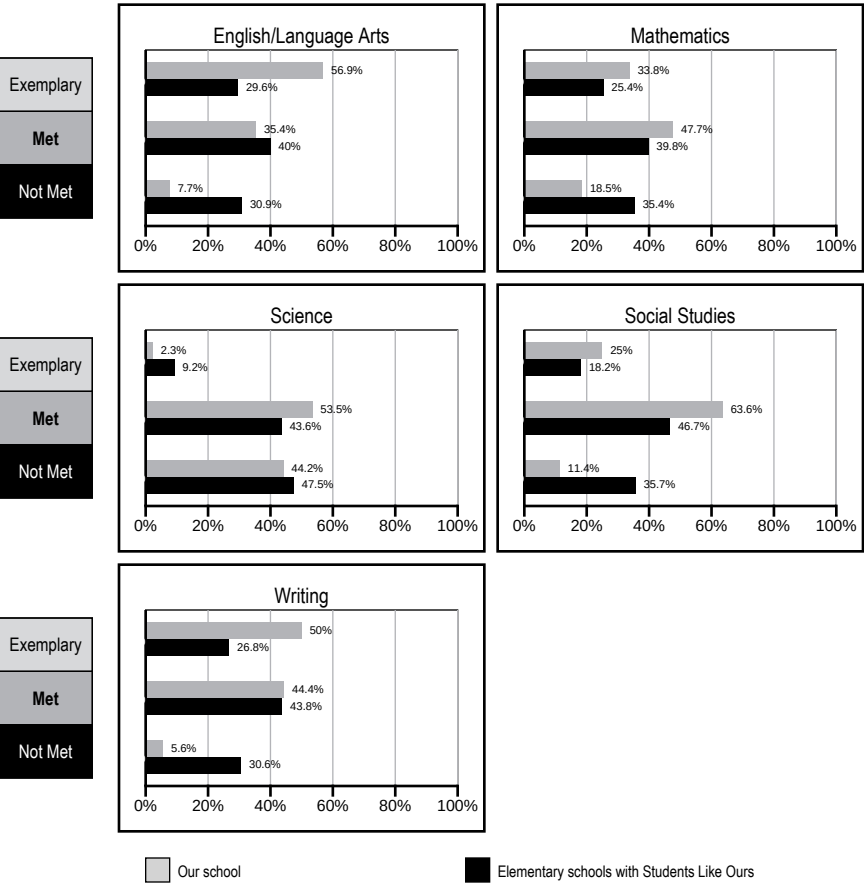
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	11	104	37	10

* Ratings are calculated with data available by 11/09/2011.

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=196)				
First graders who attended full-day kindergarten	100.0%	Up from 80.0%	100.0%	100.0%
Retention rate	2.3%	Up from 0.6%	1.5%	1.1%
Attendance rate	99.6%	Up from 99.3%	95.9%	96.2%
Served by gifted and talented program	17.9%	Up from 14.3%	7.1%	13.4%
With disabilities other than speech	0.0%	Down from 0.6%	4.5%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	50.0%	Down from 58.3%	60.8%	62.5%
Continuing contract teachers	50.0%	Down from 58.3%	84.0%	88.2%
Teachers returning from previous year	87.8%	Up from 75.9%	85.7%	87.8%
Teacher attendance rate	100.0%	Up from 99.8%	95.1%	95.2%
Average teacher salary*	\$37,111	Down 1.2%	\$45,551	\$46,773
Professional development days/teacher	35.0 days	Up from 8.9 days	10.5 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.3 to 1	18.2 to 1	19.9 to 1
Prime instructional time	99.3%	Up from 98.9%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,645	Down 8.9%	\$7,987	\$7,447
Percent of expenditures for instruction**	63.0%	Up from 62.0%	68.0%	68.4%
Percent of expenditures for teacher salaries**	49.9%	Down from 50.9%	64.9%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Parents and Community Stakeholders,

Charleston Development Academy Public Charter School continues working toward our unique goal of maintaining high educational standards, excellent achievement and high expectations. We, the faculty and staff believe we can establish a significant paradigm by a) utilizing assessment data to drive instruction. b) infusing the arts throughout the curriculum to enhance achievement. c) Increasing parental involvement and participation, d) building and maintaining relationships with community stakeholders. The goal of uniting our efforts positively for the CDA Learning Community (students and their parents) – deter failure from becoming a chronic impediment to student success.

At CDA we are continuing to foster our mission to provide a safe and nurturing environment that encourages excellence and help establish our school culture. We place a special emphasis on implementing character-based initiatives in order to promote the personal and social development of responsible and caring students with self confidence. Therefore, we are beginning to witness a variety of significant changes, such as increased active parental involvement; community embracement and enhanced cultural exposure. In addition, CDA has received several local/state awards and recognitions including the Palmetto Gold Award. And we are extremely proud that our Early Childhood Department has met full NAEYC Accreditation.

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

Currently, one of the challenges continues to be the lack of facility space to accommodate our burgeoning school enrollment. Ground breaking ceremonies were held on February 25, 2011 for the 8th Grade Learning Cottage which will remedy the current fast-growing population. The Learning Cottage will be an addition that can house all the functions of the day; serve as a transformable classroom that changes to suit the subject or the action.

Cecelia Gordon Rogers,
School Director

Brenda Grant
School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	11	11
Percent satisfied with learning environment	100.0%	81.8%	81.8%
Percent satisfied with social and physical environment	100.0%	90.9%	90.0%
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.

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	29.4%	0.0%	No
Student attendance rate	99.6%	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 = 79.4% (Met or Exemplary)

All Students	105	100	12.7	39.2	48	97.1	83.1	82.4	Yes	Yes
Gender										
Male	55	100	13.5	50	36.5	96.2	79.9	78.7	N/A	N/A
Female	50	100	12	28	60	98	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.8	88.9	I/S	I/S
African American	104	100	12.7	39.2	48	97.1	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	85	100	12	39.8	48.2	97.6	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	105	100	15.7	56.9	27.5	91.2	82.8	81.9	Yes	Yes
Gender										
Male	55	100	26.9	51.9	21.2	82.7	81.1	79.9	N/A	N/A
Female	50	100	4	62	34	100	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	88.9	I/S	I/S
African American	104	100	15.7	56.9	27.5	91.2	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	85	100	14.5	56.6	28.9	92.8	72.7	74.9	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	69	98.6	39.4	54.5	6.1	60.6	69.2	68.6
Gender								
Male	37	97.3	44.1	50	5.9	55.9	68.4	68.3
Female	32	100	34.4	59.4	6.3	65.6	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	80.7
African American	69	98.6	39.4	54.5	6.1	60.6	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	54	98.2	42.3	55.8	1.9	57.7	51.8	57.3

Social Studies

All Students	71	98.6	20.6	58.8	20.6	79.4	75.5	72.5
Gender								
Male	34	97.1	22.6	61.3	16.1	77.4	74.4	72
Female	37	100	18.9	56.8	24.3	81.1	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	81
African American	70	98.6	20.6	58.8	20.6	79.4	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	57	98.3	18.2	65.5	16.4	81.8	61.8	62.9

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	27	100	7.7	46.2	46.2	92.3	75.8	73.2	99.6	96
Gender										
Male	15	100	14.3	57.1	28.6	85.7	70.7	67.2	99.6	95.9
Female	12	100	N/AV	N/AV	N/AV	100	81.1	79.4	99.5	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	99.9	96.1
African American	26	100	7.7	46.2	46.2	92.3	61.3	61.3	99.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	99.3	96.9
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69.4	66.7	99.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	23.9	26	99.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	99.9	96.3
Socio-Economic Status										
Subsidized meals	22	100	4.8	52.4	42.9	95.2	62.2	63.2	99.5	95.5

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							
2010	3	22	100	9.5	42.9	47.6	90.5
	4	20	100	30	45	25	70
	5	18	100	11.1	66.7	22.2	88.9
	6	12	100	16.7	50	33.3	83.3
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	8	16	76	92
	4	23	100	13.6	50	36.4	86.4
	5	19	100	N/AV	N/AV	N/AV	100
	6	18	100	29.4	47.1	23.5	70.6
	7	12	100	16.7	25	58.3	83.3
	8	8	I/S	I/S	I/S	I/S	I/S
Mathematics							
2010	3	22	100	33.3	38.1	28.6	66.7
	4	20	100	30	55	15	70
	5	18	100	11.1	55.6	33.3	88.9
	6	12	100	25	50	25	75
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	28	32	40	72
	4	23	100	9.1	63.6	27.3	90.9
	5	19	100	16.7	50	33.3	83.3
	6	18	100	N/AV	N/AV	N/AV	100
	7	12	100	25	66.7	8.3	75
	8	8	I/S	I/S	I/S	I/S	I/S
Science							
2010	3	12	100	63.6	27.3	9.1	36.4
	4	20	100	55	40	5	45
	5	10	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	91.7	45.5	45.5	9.1	54.5
	4	23	100	N/AV	N/AV	N/AV	63.6
	5	9	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	25	58.3	16.7	75
	8	4	I/S	I/S	I/S	I/S	I/S

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
Social Studies							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	20	100	N/A	N/A	N/A	65
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	13	100	N/AV	N/AV	N/AV	100
	4	23	95.7	14.3	66.7	19	85.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	33.3	41.7	25	66.7
	8	4	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	22	100	N/AV	N/AV	N/AV	100
	4	20	100	25	50	25	75
	5	18	100	33.3	22.2	44.4	66.7
	6	12	100	N/AV	N/AV	N/AV	100
	7	10	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	19	100	5.6	44.4	50	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S

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