

Castle Heights Middle

2382 Firetower Rd.
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	885 Students	
Principal	Kelly Kane	803-981-1400
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**Below Average**
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	At-Risk

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.

http://ed.sc.gov
http://www.sceoc.org

Castle Heights Middle 03/02/09-4603015

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

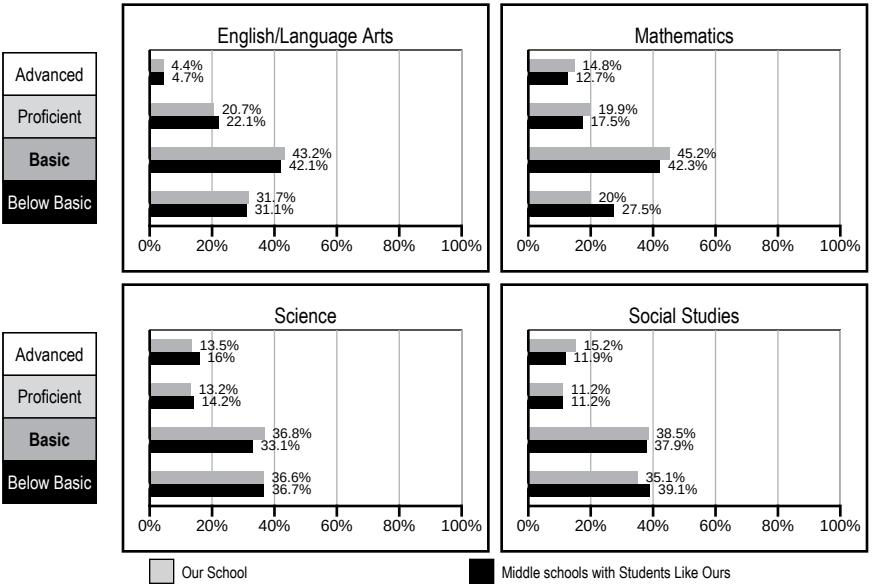
Percent of students tested in 2007-08 whose 2006-07 test scores were located	95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	36	5

* 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

Castle Heights Middle 03/02/09-4603015

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	98.7	97.2
English 1	93.3	95.7
Physical Science	0	57.7
All Subjects	95.8	96.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=885)				
Students enrolled in high school credit courses (grades 7 & 8)	20.4%	Up from 18.3%	19.8%	19.4%
Retention rate	1.4%	Down from 2.1%	1.5%	1.8%
Attendance rate	96.0%	Up from 95.8%	95.9%	95.8%
Eligible for gifted and talented	8.7%	Up from 8.1%	16.9%	15.3%
With disabilities other than speech	17.5%	Up from 16.6%	14.2%	12.9%
Older than usual for grade	2.9%	Up from 2.2%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.3%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	42.4%	Down from 45.3%	53.3%	55.0%
Continuing contract teachers	74.2%	Down from 76.6%	73.5%	70.6%
Teachers with emergency or provisional certificates	1.7%	Down from 3.6%	5.3%	5.4%
Teachers returning from previous year	89.2%	Up from 83.2%	84.4%	83.4%
Teacher attendance rate	95.4%	Down from 96.0%	94.9%	94.9%
Average teacher salary	$47,713	Up 6.3%	$44,194	$44,706
Professional development days/teacher	7.4 days	Down from 8.1 days	11.5 days	11.8 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.4 to 1	19.6 to 1	20.1 to 1
Prime instructional time	90.6%	Down from 90.7%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.9%	Down from 95.8%	97.6%	98.0%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil*	$6,739	Up 15.9%	$6,993	$7,097
Percent of expenditures for instruction*	65.8%	Up from 65.4%	64.4%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 62.3%	60.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Castle Heights Middle School continues to believe in a successful learning process for all of its students. Data continues to indicate that the school is operating at a high level in meeting the needs of different groups and levels of students. The school seeks to promote academic growth within a framework that recognizes the unique developmental needs of middle level students.

Examples of this goal include Phoenix Bound, which allows overage eighth graders to earn high school credit. In addition, advanced students also continue to earn high school credit in algebra, geometry, and English classes. Also in place is the co-teaching program in which content teachers and special education teachers plan and teach collaboratively to provide instruction that meets or exceeds grade level standards. Students are also supported by an academic assistance program that allows for flexible movement in and out of the program as student needs change. All programs are supported by technology resources throughout the building. The school also implemented a full theme-based summer enrichment program for students at a wide variety of levels.

Castle Heights operates on a system of beliefs that stresses the learning capabilities of all students and the strong interconnected support of staff, parents, and community to promote the safety and success of our students. This system was in evidence throughout the 2007-2008 school year.

Kelly Kane, Principal
Lisa Horne, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	254	137
Percent satisfied with learning environment	88.9%	72.3%	81.5%
Percent satisfied with social and physical environment	88.9%	75.6%	72.9%
Percent satisfied with school-home relations	72.2%	79.1%	71.9%

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

School Adequate Yearly Progress	NO

This school met 18 out of 25 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	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate	96.0%	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

Castle Heights Middle											03/02/09-4603015
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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	866	99.4	31.7	44.1	19.7	4.5	36.7	51.1	48.2	No	Yes
Gender											
Male	440	99.1	39	40.4	16.7	3.9	31.4	44.3	41.7	N/A	N/A
Female	426	99.8	24	47.9	22.9	5.2	42.3	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	415	99.3	22.2	45.1	27.1	5.7	47.4	63.9	60	Yes	Yes
African American	345	99.4	41.4	43.7	11.7	3.2	24.9	31.8	31.7	No	Yes
Asian/Pacific Islander	17	100	14.3	42.9	42.9	0	57.1	69	70.4	I/S	I/S
Hispanic	35	100	37.5	43.8	15.6	3.1	25	40.9	38.4	I/S	I/S
American Indian/Alaskan	54	100	45.3	39.6	9.4	5.7	28.3	40.5	47	No	Yes
Disability Status											
Disabled	155	98.7	61.2	28.8	1.4	8.6	15.8	17.9	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	37	100	38.7	35.5	22.6	3.2	32.3	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	494	99.6	41.2	43.2	13	2.7	26.4	33.6	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	866	99.4	20.5	46.9	19.1	13.6	44.5	51.1	45.8	Yes	Yes
Gender											
Male	440	99.1	22.3	45.8	17.2	14.7	42.4	50.3	45.6	N/A	N/A
Female	426	99.8	18.6	47.9	21.1	12.4	46.6	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	415	99.3	12.9	44.8	22.2	20.1	56.2	64.6	59	Yes	Yes
African American	345	99.4	31.1	48.5	14.2	6.1	30.4	30	26.9	No	Yes
Asian/Pacific Islander	17	100	7.1	35.7	28.6	28.6	71.4	72.2	71.3	I/S	I/S
Hispanic	35	100	18.8	46.9	28.1	6.3	43.8	42.7	38.1	I/S	I/S
American Indian/Alaskan	54	100	18.9	54.7	17	9.4	34	46.8	46.2	Yes	Yes
Disability Status											
Disabled	155	98.7	52.5	30.9	8.6	7.9	20.9	19	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	37	100	19.4	48.4	22.6	9.7	41.9	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	494	99.6	27.7	50.6	14.1	7.6	34.2	35	31.4	No	Yes

***** 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

Castle Heights Middle											03/02/09-4603015
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
Science											
All Students	574	99.1	35.3	36.5	13.7	14.5	28.2	37.8	35.7	96	96.6
Gender											
Male	304	98.7	36.7	35.3	10.8	17.3	28.1	38.2	37.4	95.9	96.5
Female	270	99.6	33.7	37.8	17.1	11.4	28.5	37.4	33.8	96	96.7
Racial/Ethnic Group											
White	265	98.5	25.3	35.1	18.8	20.8	39.6	51.3	49.2	95.7	96.6
African American	233	99.6	45	40.7	9.1	5.3	14.4	17	17	96.3	96.6
Asian/Pacific Islander	13	100	18.2	45.5	18.2	18.2	36.4	52.9	58	98.5	97.8
Hispanic	27	100	45.8	29.2	4.2	20.8	25	26.2	24.9	96.1	96.4
American Indian/Alaskan	36	100	45.7	22.9	11.4	20	31.4	37.1	37.4	95	94.8
Disability Status											
Disabled	109	99.1	61.9	19.6	9.3	9.3	18.6	16.1	14	95	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	41.7	33.3	4.2	20.8	25	24.7	24.4	96.9	96.6
Socio-Economic Status											
Subsized meals	336	99.4	45.7	38.4	8.9	7	15.9	19.5	21.1	95.4	95.9
Social Studies											
All Students	585	99	33.8	38.6	11.4	16.2	27.6	38.8	34	96	96.6
Gender											
Male	293	98.3	34.2	36	10.3	19.5	29.8	40.3	36.6	95.9	96.5
Female	292	99.7	33.5	41.2	12.5	12.9	25.4	37.3	31.3	96	96.7
Racial/Ethnic Group											
White	281	98.6	25.2	38.3	13.9	22.6	36.5	49.4	44.5	95.7	96.6
African American	229	99.1	43.4	40.5	7.3	8.8	16.1	22.6	19.1	96.3	96.6
Asian/Pacific Islander	12	100	10	50	30	10	40	52.9	58.9	98.5	97.8
Hispanic	23	100	43.5	34.8	17.4	4.3	21.7	30.9	27.5	96.1	96.4
American Indian/Alaskan	40	100	42.5	30	7.5	20	27.5	31.3	32.7	95	94.8
Disability Status											
Disabled	104	99	61.5	29.2	3.1	6.3	9.4	18	14.4	95	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	36.4	40.9	18.2	4.5	22.7	25.3	27.3	96.9	96.6
Socio-Economic Status											
Subsized meals	327	99.1	44.9	38.9	7.6	8.6	16.2	24	21	95.4	95.9

***** 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

Castle Heights Middle 03/02/09-4603015

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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	280	99.6	43.1	35.5	17.6	3.8	21.4
	7	297	98.7	30.1	44.9	21.4	3.6	25
	8	309	98.1	32.3	47.4	18.6	1.8	20.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	278	100	27.7	39.5	26.1	6.7	32.8
	7	295	99	32.7	46.2	16.7	4.4	21.1
	8	293	99.3	34.3	46.3	16.8	2.6	19.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	280	99.6	24.9	42.5	19.2	13.4	32.6
	7	297	98.7	23.6	43.8	17	15.6	32.6
	8	309	98.7	26.9	58	11.5	3.5	15
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	278	100	15.8	37.5	24.5	22.1	46.6
	7	295	99	19.6	46.9	19.6	13.8	33.5
	8	293	99.3	25.7	55.6	13.4	5.2	18.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	140	100	49.6	28.8	12.8	8.8	21.6
	7	297	98.7	31.2	36.6	17	15.2	32.2
	8	154	98.1	32.6	42.6	12.1	12.8	24.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	138	100	44.4	23.4	10.5	21.8	32.3
	7	294	98.3	32.6	42.5	13.6	11.4	24.9
	8	142	100	32.3	36.2	17.3	14.2	31.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	144	98.6	30.2	39.5	20.2	10.1	30.2
	7	297	98.3	42.2	38.5	7.3	12	19.3
	8	154	98.1	33.6	55.9	8.4	2.1	10.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	143	100	13.6	31.1	23.5	31.8	55.3
	7	293	98.3	48.9	32.7	6.3	12.1	18.4
	8	149	99.3	23.6	57.1	10	9.3	19.3

Abbreviations for Missing Data

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