



College Park Middle

713 College Park Road
Ladson, SC 29456

Grades	6-8 Middle School	
Enrollment	685 Students	
Principal	Ingrid Dukes	843-553-8300
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

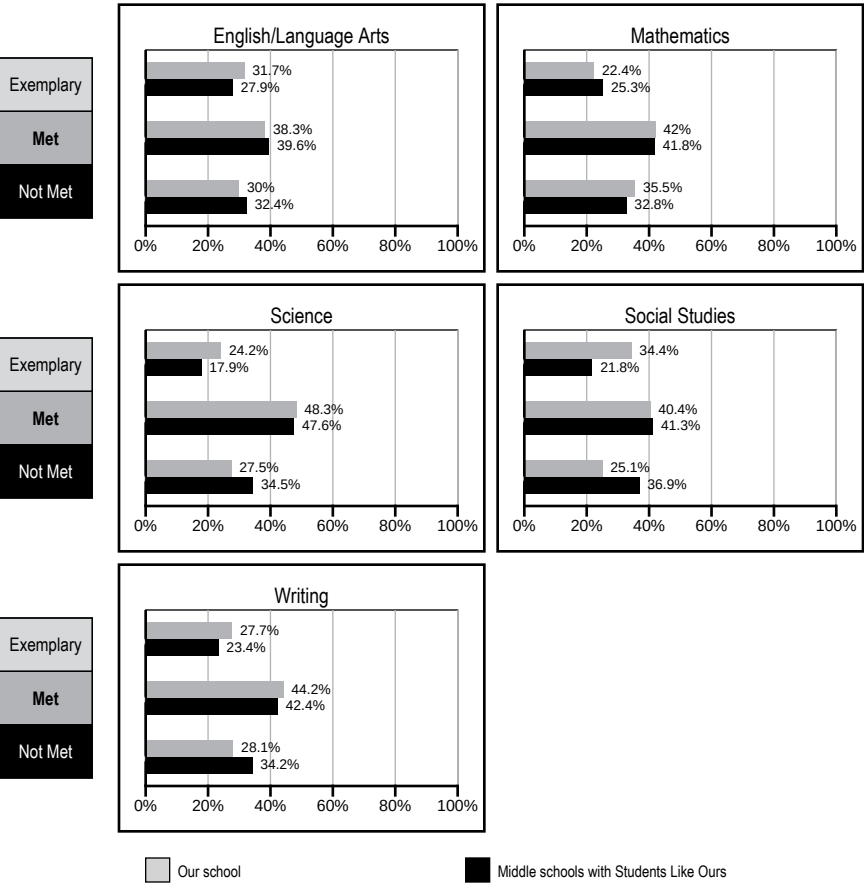
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	41	5	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	97.3%	97.7%
English 1	93.2%	96.7%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=685)				
Students enrolled in high school credit courses (grades 7 & 8)	25.2%	Down from 29.3%	18.3%	21.6%
Retention rate	2.2%	Down from 4.7%	1.3%	1.2%
Attendance rate	95.8%	Down from 96.1%	95.7%	95.9%
Eligible for gifted and talented	13.6%	Down from 14.1%	15.6%	14.8%
With disabilities other than speech	13.6%	Down from 15.3%	13.6%	12.6%
Older than usual for grade	6.0%	Up from 5.6%	3.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 3.9%	0.4%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	45.7%	Down from 53.2%	54.3%	56.9%
Continuing contract teachers	69.6%	Down from 76.6%	75.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.8%	5.3%
Teachers returning from previous year	84.1%	Up from 82.3%	83.1%	82.9%
Teacher attendance rate	94.9%	Up from 94.2%	95.2%	95.2%
Average teacher salary*	\$45,110	Up 3.5%	\$45,862	\$46,599
Professional development days/teacher	16.2 days	Down from 16.9 days	10.2 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 20.7 to 1	20.1 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 89.3%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	97.6%	97.8%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$7,377	Down 2.8%	\$7,433	\$7,645
Percent of expenditures for instruction**	59.1%	Up from 57.2%	64.6%	63.4%
Percent of expenditures for teacher salaries**	55.2%	Up from 53.5%	59.5%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

College Park Middle school serves approximately 710 students in grades 6, 7, and 8. We are committed in our efforts to improve learning for all through the implementation of several key initiatives -- the driving force behind all that we are doing in our school. We continue to work toward effectively implementing the ten key practices of Making Middle Grades Work (MMGW). We are committed to emphasizing the 3 R's (Rigor, Relevance, and Relationships) in each and every classroom. We emphasize the use of our school wide data as a means of focusing on improving student and teacher learning. Our NO ZERO policy continues to be in effect. Once again, we have seen record lows in the number of retentions and students required to attend summer school for promotion.

Positive Behavior Intervention and Support (PBIS) is another key initiative in our school. We continuously teach behavioral expectations to our students. A major part of our PBIS implementation is to acknowledge those students who consistently demonstrate appropriate behaviors. CARES cash is given to those students as a means of a reward. Students have "spent" their CARES cash on a variety of things including school supplies, dances, and movies. We have looked at our data and like what we see. Office referrals were down 26% from the previous school year. This translates into more time spent in class and less time spent dealing with discipline issues.

Our teachers are committed to working as Professional Learning Communities (PLC's). They meet regularly and concentrate their efforts on determining the best ways to improve and enhance student learning. Teachers focus their meetings on answering four key questions: What are the essential skills we want student to learn? How will we know if they have learned it? What do we do if they have learned it? What do we do if they have not learned it? Our teachers have responded by developing a system to provide students additional opportunities to learn and master the material taught in class. We have developed a plan for offering extra time and help to those who need it. Students from Stratford High's Youth Court continue to provide tutoring during the school day to those who need it. Saturday School is also offered as an intervention to those students who are in need of additional time outside to the traditional school day.

Our students and teachers continue to receive recognition for their outstanding work and achievement. Two students were recognized as Duke Tip Scholars; ten students were named as South Carolina Junior Scholars. Our Level 1 Science team won first place at QUEST. Thirty-five students were named All-County Chorus; eight were named All-County Band. Three were selected as All-Region Band. Eight were selected for All-County Orchestra. One student was selected as All-State Orchestra. Our teachers received accolades as well. Kelly Hankins was a district finalist for Berkeley County teacher of the Year. Three teachers, Deanna Harrell, Kelli Roberson, and Judy Stevenson earned National Board Certification. We are proud of all we have achieved during the 2008-2009 school year!

Dawn Tillman, PTSA/SIC
Ingrid Dukes, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	195	78
Percent satisfied with learning environment	96.0%	61.3%	83.3%
Percent satisfied with social and physical environment	98.0%	66.0%	70.5%
Percent satisfied with school-home relations	76.5%	80.0%	74.4%

* Only students at the highest middle 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

NO

This school met 27 out of 29 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. 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	683	99.7	31	38.6	30.4	78.8	84.7	82.8	Yes	Yes
Gender										
Male	365	100	35.5	35.2	29.2	72.9	80.7	79.3	N/A	N/A
Female	318	99.4	25.8	42.5	31.7	85.7	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	395	99.5	26	37.7	36.3	82.5	88.5	89.5	Yes	Yes
African American	220	100	38.8	40.8	20.4	71.4	78.4	73.7	Yes	Yes
Asian/Pacific Islander	14	100	8.3	33.3	58.3	91.7	92.1	92.3	I/S	I/S
Hispanic	48	100	43.2	38.6	18.2	77.3	80.4	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	89	100	77.8	16	6.2	34.6	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	37.5	42.5	20	82.5	79.3	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	436	99.5	37	39.6	23.4	74	79.8	75.5	Yes	Yes

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

All Students	683	99.6	38.9	42.8	18.3	73.2	80.2	78.9	Yes	Yes
Gender										
Male	365	100	41.3	39.5	19.3	71.1	77.9	77	N/A	N/A
Female	318	99.1	36.2	46.7	17.1	75.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	395	99.5	31.3	46	22.7	79.8	85.4	87.2	Yes	Yes
African American	220	100	53.6	36.2	10.2	60.7	70.6	66.7	Yes	Yes
Asian/Pacific Islander	14	100	16.7	25	58.3	100	93.2	93	I/S	I/S
Hispanic	48	97.9	45.5	50	4.5	63.6	78.4	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	89	98.9	N/AV	N/AV	N/AV	33.3	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	44	97.7	37.5	50	12.5	70	80.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	436	99.3	47.1	40.6	12.2	65.1	73.5	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	456	98.9	27	48.7	24.3	73	69.2	67.5
Gender								
Male	248	98.4	27.4	46.6	26	72.6	68.4	67
Female	208	99.5	26.6	51	22.4	73.4	70.1	68
Racial/Ethnic Group								
White	269	99.3	20.3	47.6	32.1	79.7	78.2	79.5
African American	140	98.6	37.6	48	14.4	62.4	53.6	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	34	97.1	40.6	56.3	3.1	59.4	62.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	55	96.4	70.8	27.1	2.1	29.2	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	30	96.7	35.7	60.7	3.6	64.3	64.6	59.6
Socio-Economic Status								
Subsided meals	290	98.3	31.8	49.6	18.6	68.2	59.5	55.1

Social Studies

All Students	456	98.9	24.9	40.5	34.5	75.1	74.2	72.3
Gender								
Male	248	98.8	26.8	34.6	38.6	73.2	73.3	71.5
Female	208	99	22.8	47.6	29.6	77.2	75.1	73.2
Racial/Ethnic Group								
White	267	98.9	21.4	38.3	40.3	78.6	80.5	80.7
African American	146	98.6	33.1	43.8	23.1	66.9	62.9	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	31	100	27.6	48.3	24.1	72.4	69.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	59	98.3	61.8	21.8	16.4	38.2	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	26	100	25	50	25	75	70.7	67.9
Socio-Economic Status								
Subsided meals	290	99	29.9	41.8	28.4	70.1	66	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	685	98.7	27.3	44.8	27.9	72.7	69.4	70.2	95.8	96.3
Gender										
Male	372	98.7	36.2	42.1	21.7	63.8	61.4	63.2	95.8	96.3
Female	313	98.7	16.8	47.9	35.3	83.2	77.9	77.5	95.9	96.4
Racial/Ethnic Group										
White	392	98.2	23.8	45.4	30.7	76.2	74.6	79.1	95.3	95.9
African American	222	99.6	33.3	42.9	23.7	66.7	60.1	57.6	96.4	96.9
Asian/Pacific Islander	14	100	8.3	25	66.7	91.7	85.4	86.2	97.3	97.5
Hispanic	51	98	37	52.2	10.9	63	63.2	62.6	97	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.2	68.7	95.1	95.8
Disability Status										
Disabled	91	94.5	74.7	22.8	2.5	25.3	26	26.1	94	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	45	97.8	32.5	57.5	10	67.5	62.4	61.2	97.6	96.9
Socio-Economic Status										
Subsidized meals	423	98.6	34.3	44.8	20.9	65.7	61	58.9	95.4	96

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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	226	99.1	31.3	41.9	26.8	68.7
	7	232	100	27.9	35.8	36.3	72.1
	8	225	100	34	38.3	27.7	66
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	226	99.1	43.4	38.4	18.2	56.6
	7	232	100	31.2	47	21.9	68.8
	8	225	99.6	42.7	42.7	14.6	57.3
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	98.3	37.4	50.5	12.1	62.6
	7	232	100	22.8	49.8	27.4	77.2
	8	110	97.3	25.7	44.6	29.7	74.3
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	110	98.2	10.1	56.6	33.3	89.9
	7	232	100	33	29.8	37.2	67
	8	114	97.4	22.3	47.6	30.1	77.7
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	224	99.1	29.9	48.8	21.4	70.1
	7	231	97.4	21.6	43.7	34.7	78.4
	8	230	99.6	30.6	42.1	27.3	69.4

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