



Castle Heights Middle

2382 Firetower Rd.
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	738 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

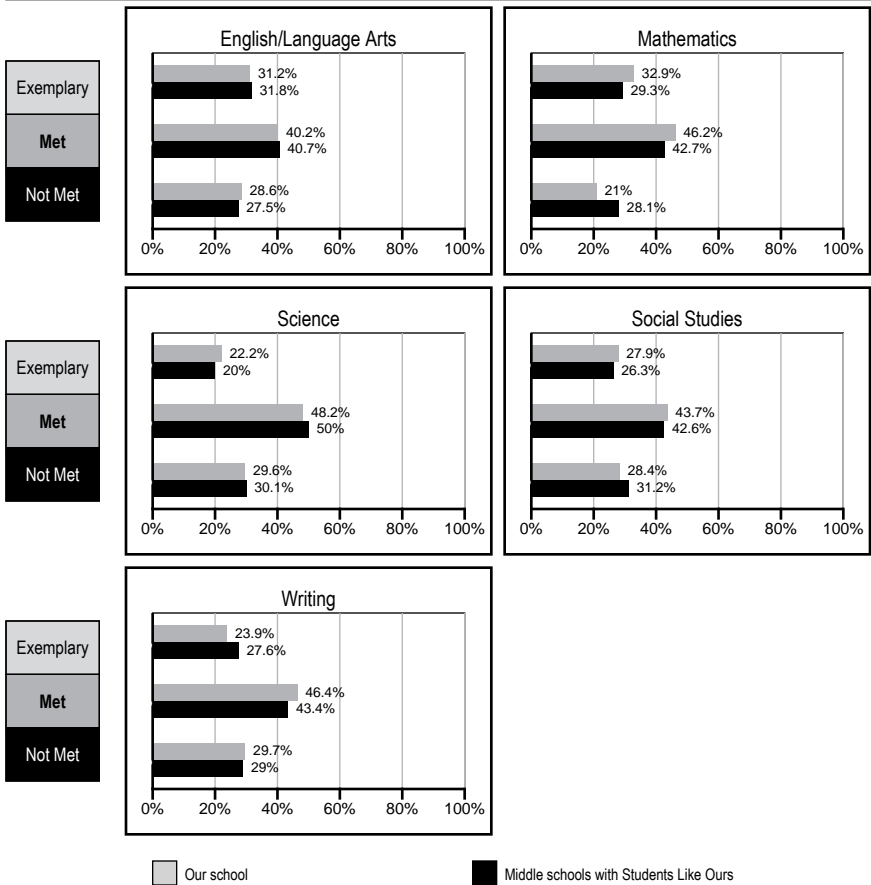
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	44	2	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	100.0%	96.8%
English 1	92.8%	94.3%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	96.4%	96.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=738)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Up from 20.4%	21.5%	21.6%
Retention rate	1.0%	Down from 1.4%	1.2%	1.2%
Attendance rate	96.6%	Up from 96.0%	96.0%	95.9%
Eligible for gifted and talented	12.5%	Up from 8.7%	17.4%	14.8%
With disabilities other than speech	17.1%	Down from 17.5%	14.1%	12.6%
Older than usual for grade	1.6%	Down from 2.9%	2.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.0%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	42.9%	Up from 42.4%	58.1%	56.9%
Continuing contract teachers	75.0%	Up from 74.2%	76.8%	72.7%
Teachers with emergency or provisional certificates	6.0%	Up from 1.7%	3.6%	5.3%
Teachers returning from previous year	83.9%	Down from 89.2%	85.4%	82.9%
Teacher attendance rate	95.4%	No Change	95.4%	95.2%
Average teacher salary*	\$47,392	Down 0.7%	\$47,312	\$46,599
Professional development days/teacher	8.1 days	Up from 7.4 days	11.7 days	10.8 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.9 to 1	21.1 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 90.6%	90.4%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Up from 92.9%	98.0%	97.8%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$7,053	Up 4.7%	\$7,387	\$7,645
Percent of expenditures for instruction**	67.5%	Up from 65.8%	63.1%	63.4%
Percent of expenditures for teacher salaries**	65.2%	Up from 63.0%	58.4%	57.0%

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

** 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

The school staff of Castle Heights Middle School, in cooperation with parents and the community, seeks to promote academic growth within a framework which recognizes the unique developmental needs of young adolescents. Teachers plan collaboratively to provide instruction which includes qualities which are designed to promote student engagement and academic challenge for all students.

An example of collaborative planning comes through our co-teaching program in which content teachers, academic assistance teachers, and special education teachers plan and teach together to meet or exceed grade-level standards for students in all three grades. An enrichment period was added this year. Using assessment data, it is designed to provide for the individual academic needs of students. Activities in this period ranged from addressing skill gaps to integrated arts/core content instruction, and it included an added year-long musical arts program for sixth grade students. Our students were guided toward improvement and success through the use of progress portfolios throughout the year and character education units. Our instructional program is supported by the integrated use of technology and a clear vision of preparation of each of our students for further education, career planning, and a life of worth and learning.

Castle Heights operates on a system of beliefs which stresses the learning capabilities of all students and the strong interconnected support of staff, parents, and the community to promote the safety and success of our students.

Kelly Kane, Principal
 Karen Ramsey, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	190	152
Percent satisfied with learning environment	96.6%	77.1%	88.6%
Percent satisfied with social and physical environment	100.0%	75.7%	85.9%
Percent satisfied with school-home relations	82.8%	84.7%	81.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 22 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. 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	727	99.7	27.9	41.2	30.8	80.8	85.2	82.8	Yes	Yes
Gender										
Male	368	99.5	31.3	41.2	27.5	76.5	82	79.3	N/A	N/A
Female	359	100	24.5	41.3	34.2	85.3	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	429	100	20.7	41.9	37.4	86	92.4	89.5	Yes	Yes
African American	204	99	36.1	43.5	20.4	76.4	74.5	73.7	Yes	Yes
Asian/Pacific Islander	17	100	33.3	25	41.7	75	92.5	92.3	I/S	I/S
Hispanic	26	100	28	48	24	80	80.4	76.5	I/S	I/S
American Indian/Alaskan	51	100	54	28	18	58	75.6	82.5	No	Yes
Disability Status										
Disabled	124	98.4	60	25.2	14.8	51.3	57.7	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	27	100	36.4	36.4	27.3	68.2	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	394	99.8	36.5	43.4	20.2	73.8	76.4	75.5	Yes	Yes

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

All Students	727	99.7	22.7	48.2	29.1	84.8	82.8	78.9	Yes	Yes
Gender										
Male	368	99.5	27	45.5	27.5	78.3	80	77	N/A	N/A
Female	359	100	18.3	51	30.7	91.4	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	429	100	17	48.8	34.2	91.4	91.5	87.2	Yes	Yes
African American	204	99	36.1	45	18.8	71.2	68.6	66.7	Yes	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	98	93	I/S	I/S
Hispanic	26	100	8	56	36	92	80.2	76	I/S	I/S
American Indian/Alaskan	51	100	30	50	20	76	80	79.5	Yes	Yes
Disability Status										
Disabled	124	98.4	53.9	36.5	9.6	53	50.2	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	27	100	13.6	45.5	40.9	86.4	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	394	99.8	30.1	50.6	19.3	78.2	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	478	100	28.9	47.9	23.2	71.1	71	67.5
Gender								
Male	250	100	32.1	44.7	23.2	67.9	70.2	67
Female	228	100	25.5	51.4	23.1	74.5	71.8	68
Racial/Ethnic Group								
White	277	100	19.8	52.3	27.9	80.2	83.9	79.5
African American	137	100	40.2	45.5	14.4	59.8	50.7	50.3
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	17	100	37.5	50	12.5	62.5	62.8	60.7
American Indian/Alaskan	35	100	51.4	28.6	20	48.6	59.8	71.2
Disability Status								
Disabled	82	100	59	26.9	14.1	41	39.4	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	18	100	50	21.4	28.6	50	61.6	59.6
Socio-Economic Status								
Subsided meals	263	100	38.2	46.1	15.8	61.8	55.1	55.1
Social Studies								
All Students	478	100	27.9	43.8	28.3	72.1	76.4	72.3
Gender								
Male	241	100	26.7	39.1	34.2	73.3	75.6	71.5
Female	237	100	29.1	48.6	22.3	70.9	77.3	73.2
Racial/Ethnic Group								
White	294	100	24.6	41.7	33.7	75.4	84.9	80.7
African American	127	100	33.6	50	16.4	66.4	62.9	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	16	100	13.3	60	26.7	86.7	75.6	68
American Indian/Alaskan	31	100	46.7	30	23.3	53.3	62	72.2
Disability Status								
Disabled	74	100	56.5	33.3	10.1	43.5	47.9	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	18	100	13.3	53.3	33.3	86.7	75	67.9
Socio-Economic Status								
Subsided meals	259	100	34.7	46.2	19.1	65.3	64.3	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	725	97.5	29.4	46.6	24	70.6	73.1	70.2	96.6	96.7
Gender										
Male	364	96.7	39.6	40.2	20.1	60.4	65.9	63.2	96.5	96.6
Female	361	98.3	19.2	53	27.8	80.8	80.9	77.5	96.6	96.8
Racial/Ethnic Group										
White	427	97.9	23.8	45	31.3	76.3	82.5	79.1	96.3	96.6
African American	203	97	40.3	47.6	12	59.7	59.2	57.6	97.6	96.8
Asian/Pacific Islander	17	94.1	18.2	45.5	36.4	81.8	88.3	86.2	98.1	97.3
Hispanic	26	96.2	20.8	66.7	12.5	79.2	65.7	62.6	96.3	96.4
American Indian/Alaskan	52	98.1	40	46	14	60	60.7	68.7	94.5	95.2
Disability Status										
Disabled	117	88.9	81.8	17.2	1	18.2	30.2	26.1	95.7	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	27	96.3	23.8	61.9	14.3	76.2	63	61.2	97.2	96.6
Socio-Economic Status										
Subsidized meals	388	97.4	38.1	48.3	13.6	61.9	59.5	58.9	96.1	96.2

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	248	99.6	22.1	43.4	34.5	77.9
	7	234	100	30	38.7	31.3	70
	8	245	99.6	31.9	41.4	26.7	68.1
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	248	99.6	16.6	54.5	28.9	83.4
	7	234	100	21.2	44.7	34.1	78.8
	8	245	99.6	30.2	45.3	24.6	69.8
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	123	100	29.7	49.2	21.2	70.3
	7	234	100	23	53.5	23.5	77
	8	121	100	39	36.4	24.6	61
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	124	100	12.8	62.4	24.8	87.2
	7	231	100	34.6	30.4	35	65.4
	8	123	100	30.7	50	19.3	69.3
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	251	98	25.8	50	24.2	74.2
	7	233	96.1	27.8	42.9	29.2	72.2
	8	241	98.3	34.6	46.5	18.9	65.4

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