



COLLEGE PARK MIDDLE

713 College Park Road
Ladson, SC 29456

Grades	6-8 Middle School	
Enrollment	687 Students	
Principal	Ingrid Dukes	843-553-8300
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	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

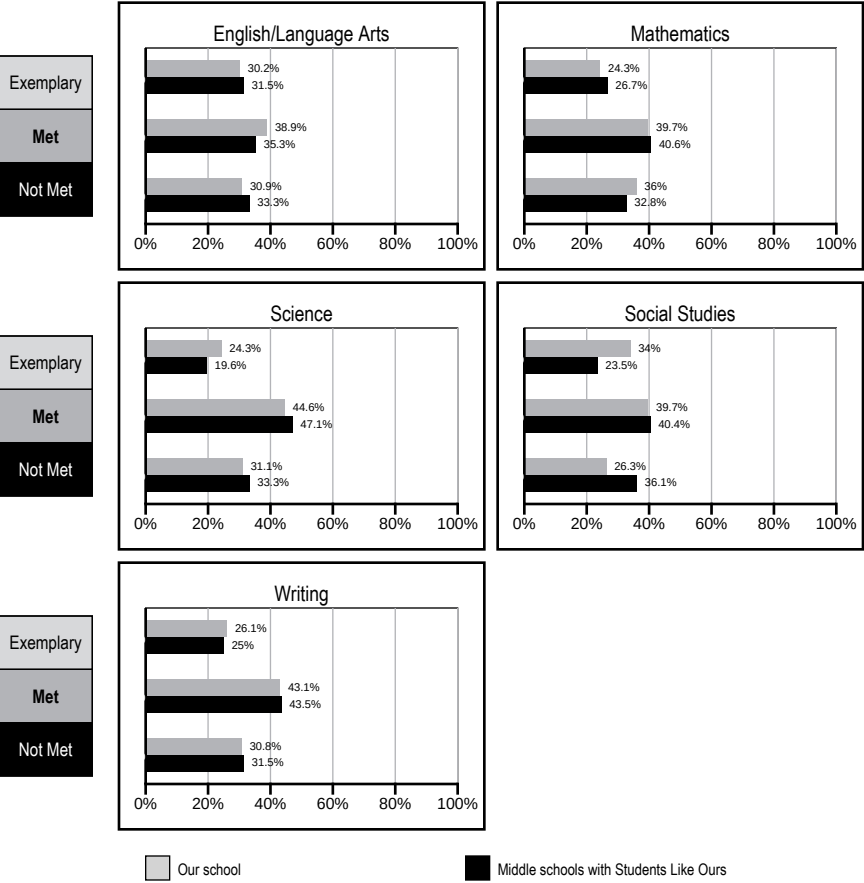
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	41	3	0

* Ratings are calculated with data available by 03/09/2011.

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	95.7%	96.4%
English 1	95.0%	97.0%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	95.4%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=687)				
Students enrolled in high school credit courses (grades 7 & 8)	26.8%	Up from 25.2%	26.8%	24.2%
Retention rate	0.5%	Down from 2.2%	0.7%	0.7%
Attendance rate	95.6%	Down from 95.8%	95.6%	95.9%
Eligible for gifted and talented	15.3%	Up from 13.6%	15.3%	16.4%
With disabilities other than speech	13.7%	Up from 13.6%	13.1%	12.0%
Older than usual for grade	4.2%	Down from 6.0%	2.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 1.0%	0.5%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	47.8%	Up from 45.7%	53.3%	58.5%
Continuing contract teachers	80.4%	Up from 69.6%	81.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.0%	4.0%
Teachers returning from previous year	88.0%	Up from 84.1%	84.3%	84.6%
Teacher attendance rate	96.6%	Up from 94.9%	95.1%	95.4%
Average teacher salary*	\$45,428	Up 0.7%	\$45,418	\$46,561
Professional development days/teacher	14.6 days	Down from 16.2 days	10.7 days	10.2 days
School				
Principal's years at school	0.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.4 to 1	21.4 to 1	21.1 to 1
Prime instructional time	91.9%	Up from 90.1%	89.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 100.0%	98.1%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,930	Up 7.5%	\$7,771	\$7,802
Percent of expenditures for instruction**	56.7%	Down from 59.1%	64.2%	63.8%
Percent of expenditures for teacher salaries**	53.2%	Down from 55.2%	60.0%	60.0%

* 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 is home to approximately 680 students in grades 6-8. During the 2009-2010 school year, we continued to see a school that is focused on student learning and improved student achievement. The commitment, hard work, and dedication of our entire school family have helped us reach new heights.

College Park Middle continues to focus on effective and meaningful reform of middle grades education. Our staff has worked diligently on implementing the 10 key practices of Making Middle Grades Work (MMGW). We have seen our efforts pay off in numerous ways. CPM's commitment to academic excellence has resulted in a rise in various academic indicators such as MAP, PASS, and EOC test scores. During the 2009-2010 school year, our students, once again, were assigned an advisor with whom they worked to set goals. Our students will now work with the same advisor for three consecutive years in an effort to give each and every student that one person they can go to if they need help or assistance throughout their middle school years.

We also continue to implement Professional Learning Communities. Our teachers have done an outstanding job of developing assessments that are geared at determining student mastery of standards and concepts. Our teachers have also worked to help students develop the means to evaluate their own mastery of standards as well as their academic progress.

Our students, staff, and school continue to be recognized for their outstanding work and accomplishments. CPM students earned various accolades and awards. Eleven students earned Junior Scholar status and two others were named Dukes Tip Scholars. We have 18 students named to All-County Chorus, 9 for All-County Band, 7 for All-County Beginner Band, and 7 for All-County Orchestra. Our Level II Quest team won first place at Trident Technical College's annual academic competition. Our Science team took first place and the math team finished in second place. Our school was one of 124 schools statewide to be recognized as a South Carolina Red Carpet School!! We were also recently named as a Positive Behavior Intervention and Supports (PBIS) Exemplar school. We are one of only 19 schools in the entire state that received this designation.

College Park Middle School teachers continue to be recognized for their outstanding work and leadership. Kelli Roberson was named the Berkeley County School District Teacher of the Year!! CPM has had a finalist for District Teacher of the Year for four consecutive years. Finally, seven additional teachers have earned National Board Certification. This brings CPM's total to 10! We are proud of our students, staff, and teachers!! We look forward to continued growth and progress.

Angela Wright, PTSA/SIC Chairperson
Ingrid Dukes, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	168	106
Percent satisfied with learning environment	76.7%	69.0%	86.5%
Percent satisfied with social and physical environment	83.7%	70.8%	76.9%
Percent satisfied with school-home relations	74.4%	79.5%	80.8%

* 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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	95.6%	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 = 58.8% (Met or Exemplary)

All Students	664	99.9	31.9	38.6	29.4	78.4	85.9	83.5	Yes	Yes
Gender										
Male	357	100	35.8	37.1	27.1	74.1	81.9	80.1	N/A	N/A
Female	307	99.7	27.4	40.4	32.1	83.4	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	390	99.7	26.5	39.3	34.3	83	89.8	89.6	Yes	Yes
African American	195	100	44	35.7	20.2	69	79.3	74.6	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	93.4	92.7	I/S	I/S
Hispanic	59	100	38.9	46.3	14.8	70.4	82.4	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	97	100	70.9	22.8	6.3	38	57.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	37.5	47.9	14.6	70.8	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	437	99.8	37.9	40.8	21.3	73.3	81.2	76.9	Yes	Yes

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

All Students	664	99.9	39.1	40.6	20.2	73.6	83.5	80.4	Yes	Yes
Gender										
Male	357	100	42.7	35.8	21.5	70.7	81.1	78.4	N/A	N/A
Female	307	99.7	35	46.2	18.8	76.9	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	390	99.7	33.4	42.9	23.7	78.8	88	87.8	Yes	Yes
African American	195	100	57.1	31.5	11.3	58.3	75	69.3	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	94.1	93.5	I/S	I/S
Hispanic	59	100	33.3	51.9	14.8	77.8	83.4	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	97	100	78.5	19	2.5	35.4	50	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	29.2	56.3	14.6	79.2	85.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	437	99.8	48.2	37.2	14.6	66.4	78	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	451	98.9	30.4	45	24.5	69.6	69.8	67.3
Gender								
Male	242	98.8	33.3	39.4	27.2	66.7	69.3	66.9
Female	209	99	27.2	51.3	21.5	72.8	70.3	67.7
Racial/Ethnic Group								
White	266	99.3	21.2	49	29.8	78.8	78.8	79.6
African American	134	97.8	53.1	31	15.9	46.9	54.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	40	100	27	64.9	8.1	73	64.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	67	97	70.4	27.8	1.9	29.6	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	32	100	28.1	68.8	3.1	71.9	65.8	58.6
Socio-Economic Status								
Subsidized meals	293	98.3	37.5	44	18.5	62.5	60.2	55.4

Social Studies

All Students	447	99.6	26.3	39.7	34	73.7	73.4	70.9
Gender								
Male	242	99.2	28	38.1	33.9	72	72.2	70.1
Female	205	100	24.3	41.6	34.1	75.7	74.7	71.7
Racial/Ethnic Group								
White	258	99.6	23.7	36.9	39.4	76.3	78.7	79.2
African American	137	99.3	31.9	43.7	24.4	68.1	63.8	58.4
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	83.3	86.8
Hispanic	37	100	34.3	45.7	20	65.7	72.9	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	67	98.5	52.8	35.8	11.3	47.2	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	31	100	34.4	40.6	25	65.6	70.8	68
Socio-Economic Status								
Subsidized meals	302	99.3	32	40.5	27.5	68	66	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	665	99.1	30.3	43.4	26.3	69.7	72.9	72.1	95.6	96.2
Gender										
Male	355	98.6	35.2	44	20.8	64.8	65.6	65.2	95.5	96.1
Female	310	99.7	24.8	42.7	32.5	75.2	80.7	79.2	95.6	96.2
Racial/Ethnic Group										
White	389	98.7	24.4	46.3	29.3	75.6	78.3	80.8	94.9	95.7
African American	196	99.5	40.2	40.2	19.5	59.8	64	59.7	96.4	96.8
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	88.7	87	98	97.2
Hispanic	61	100	45.6	36.8	17.5	54.4	65.4	64.6	97	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	84.1	73.4	94.4	95.3
Disability Status										
Disabled	92	96.7	77.2	19	3.8	22.8	30.3	27.7	94	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	45.1	37.3	17.6	54.9	67.1	63.7	97.2	96.8
Socio-Economic Status										
Subsidized meals	443	99.1	35.2	41.4	23.3	64.8	65.2	61.9	95.2	95.9

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	218	100	24.7	46	29.3	75.3
	7	233	99.6	34.8	33.8	31.4	65.2
	8	213	100	36.3	36.3	27.4	63.7
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	218	100	38.9	38.4	22.7	61.1
	7	233	99.6	39	37.1	23.8	61
	8	213	100	39.5	46.8	13.7	60.5
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	108	100	34	51.5	14.4	66
	7	233	99.1	30.8	47.9	21.3	69.2
	8	110	97.3	26	32.3	41.7	74

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							
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	110	100	9.9	48.5	41.6	90.1
	7	233	99.6	35.4	36.3	28.3	64.6
	8	104	99	23.3	37.8	38.9	76.7
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
2010	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	219	99.5	36.3	37.3	26.4	63.7
	7	231	98.7	28.8	47.4	23.7	71.2
	8	215	99.1	25.9	45.2	28.9	74.1

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