



COLLETON MIDDLE

603 Colleton Loop
Walterboro, South Carolina

Grades	6-8 Middle School	
Enrollment	418 Students	
Principal	Dr. Ken Jenkkns	843-549-2690
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Ms. Mary Jones	843-782-4510

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

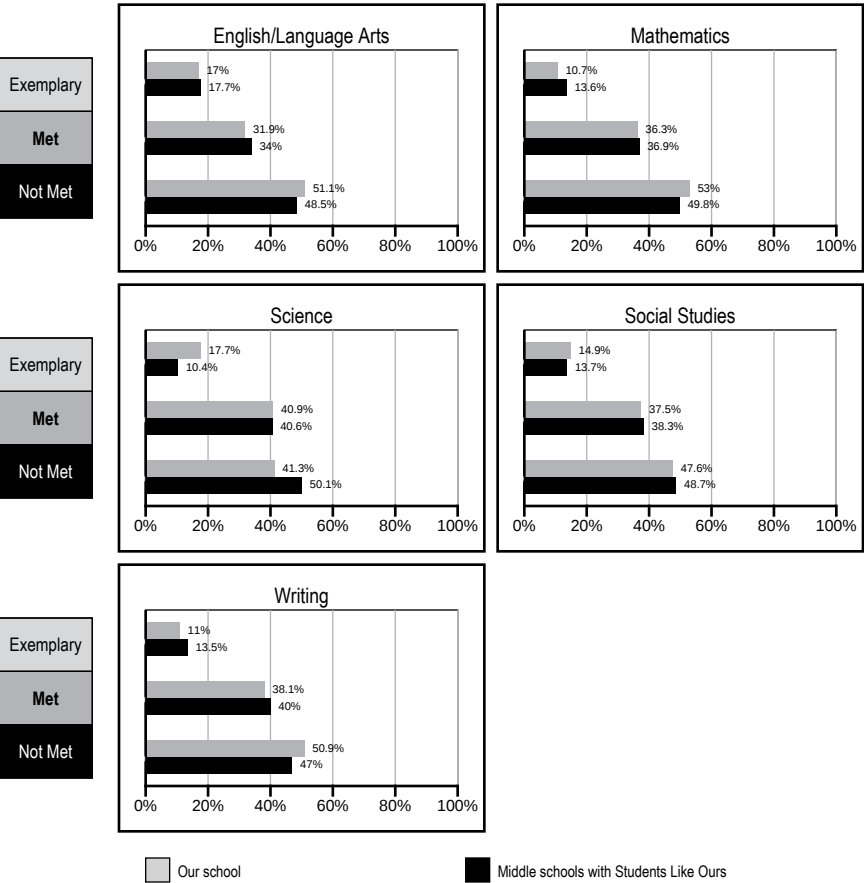
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	30	15

* 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	N/A	89.8%
English 1	100.0%	86.4%
Physical Science	N/A	36.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=418)				
Students enrolled in high school credit courses (grades 7 & 8)	31.7%	Up from 0.0%	13.4%	24.2%
Retention rate	1.0%	Down from 5.2%	1.0%	0.7%
Attendance rate	96.6%	Up from 95.6%	95.2%	95.9%
Eligible for gifted and talented	11.2%	Up from 9.9%	7.2%	16.4%
With disabilities other than speech	16.2%	Down from 16.3%	14.5%	12.0%
Older than usual for grade	10.3%	Down from 14.0%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	0.7%	Down from 2.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Up from 42.4%	57.7%	58.5%
Continuing contract teachers	78.1%	Down from 81.8%	65.9%	80.0%
Teachers with emergency or provisional certificates	10.7%	Down from 13.8%	12.3%	4.0%
Teachers returning from previous year	84.4%	Up from 79.1%	77.9%	84.6%
Teacher attendance rate	94.5%	Up from 94.2%	95.7%	95.4%
Average teacher salary*	\$42,993	Down 4.2%	\$44,562	\$46,561
Professional development days/teacher	6.6 days	Down from 7.5 days	10.6 days	10.2 days
School				
Principal's years at school	3.0	Up from 1.5	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.0 to 1	17.9 to 1	21.1 to 1
Prime instructional time	89.8%	Up from 88.0%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	72.9%	Up from 64.7%	96.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,191	Up 1.3%	\$10,029	\$7,802
Percent of expenditures for instruction**	60.2%	Down from 64.3%	60.4%	63.8%
Percent of expenditures for teacher salaries**	57.5%	Down from 59.9%	55.9%	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

In its commitment to success, Colleton Middle School has completed one of its most memorable years. The teachers and staff worked diligently and faithfully to provide students with a core curriculum that encompassed the needs of all of the students. Diversifying our curriculum to accommodate every child at Colleton Middle School has afforded us the opportunity to broaden our perspective in terms of attaining effective and pertinent resources, organizing and planning instruction, analyzing and providing feedback for the delivery of quality instruction, and using data to enhance and drive the implementation of a standard-based curriculum. The 2009-2010 school year had many causes for celebration. In its constant effort to attain high levels of achievement, Colleton Middle School has met 19 of 21 objectives for Adequate Yearly Progress (AYP), which is a significant improvement from previous years. We also saw an improvement in our Report Card Rating as well. We attribute our success to a dedicated and committed staff who worked relentlessly to challenge students to perform at their best, an active, supportive and loyal district office staff, the added expertise of the State Department of Public Instruction, and finally to implementing and monitoring appropriate programs and initiatives to enhance and increase academic achievement. Further commitment and focus were given to using assessment data to key in on specific student weaknesses and addressing these areas, while providing enrichment to enhance the strengths of many other students.

Throughout our successes, several obstacles continue to impede our steadfast growth, some of which are an aging building and budget restraints. However, we continue to work around these obstacles and put into place steps to address these and other issues in a proficient and timely manner.

Colleton Middle School will seek to continue its positive trend toward achieving academic excellence through maintaining and strengthening our present initiatives, some of which are as follows: MAP (Measures of Academic Progress), SRA (Scientific Research Associates), research-based direct instruction, school-wide balanced literacy reading and writing, MET3 (Mathematics Enrichment Through Tutoring and Technology), ELATE (English Language Arts Tutorial Education), teaching and testing SMART goals, the use of technology for computer assisted instruction and many others.

Our goal is to provide a rigorous academic curriculum with diverse learning experiences in order to mold our youth into becoming young adults who can transition to the high school and continue to excel academically in order to become responsible young adults in society.

With the continued expertise of the State Department of Public Instruction, the continued support of our district office, our loyal faculty and staff, the community, and parents, Colleton Middle School looks forward to yet another exciting and rewarding year as we continue to build the very best middle school ever.

Dr. Kenneth Jenkins, Principal

Mrs. Cassandra Shark, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	94	70
Percent satisfied with learning environment	83.3%	51.1%	70.6%
Percent satisfied with social and physical environment	83.3%	65.6%	60.9%
Percent satisfied with school-home relations	79.2%	68.9%	79.7%

* 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 17 out of 21 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

R

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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.9%	0.0%	No
Student attendance rate	96.6%	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	393	99	50.4	33.2	16.4	64.4	78.1	83.5	Yes	Yes
Gender										
Male	217	98.6	53.4	30.9	15.7	61.8	74	80.1	N/A	N/A
Female	176	99.4	46.7	35.9	17.4	67.7	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	138	99.3	33.1	36.9	30	74.6	84.9	89.6	Yes	Yes
African American	238	98.7	61.2	30.8	8	57.1	71.5	74.6	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	72	95.8	74.6	19.4	6	31.3	41.8	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.1	54	30.5	15.4	61.7	74.9	76.9	Yes	Yes

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

All Students	393	99.2	52.4	37.1	10.5	61.8	71.8	80.4	Yes	Yes
Gender										
Male	217	99.1	55.1	33.7	11.2	58.5	70	78.4	N/A	N/A
Female	176	99.4	49.1	41.3	9.6	65.9	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	138	100	39.7	42	18.3	72.5	80.9	87.8	Yes	Yes
African American	238	98.7	61.6	33.5	4.9	54.5	63.1	69.3	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
Disability Status										
Disabled	72	95.8	79.1	14.9	6	29.9	37	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.4	53.8	37.2	9	59.3	68.1	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	270	100	41.1	41.5	17.4	58.9	64.7	67.3
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Gender

Male	148	100	40.1	42.3	17.6	59.9	64.5	66.9
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Female	122	100	42.2	40.5	17.2	57.8	64.9	67.7
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Racial/Ethnic Group

White	92	100	25.3	46	28.7	74.7	79	79.6
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African American	168	100	49.7	39.1	11.2	50.3	51.5	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.1	59.4
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
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Disability Status

Disabled	48	100	N/A	N/A	N/A	30.4	31.7	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.8	58.6
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Socio-Economic Status

Subsidized meals	235	100	43	39.5	17.5	57	59.6	55.4
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Social Studies

All Students	269	100	47.6	37.8	14.6	52.4	63	70.9
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Gender

Male	149	100	47.9	35.7	16.4	52.1	61.7	70.1
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Female	120	100	47.4	40.4	12.3	52.6	64.5	71.7
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Racial/Ethnic Group

White	103	100	34	43.3	22.7	66	72	79.2
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African American	154	100	58.6	33.8	7.6	41.4	54.7	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	77.8	86.8
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	73	68
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	81.8	71.2
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Disability Status

Disabled	44	100	73.8	23.8	2.4	26.2	32.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.4	68
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Socio-Economic Status

Subsidized meals	224	100	51.9	36.2	11.9	48.1	58.9	60.8
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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	406	95.8	50.1	38.7	11.2	49.9	58	72.1	96.6	96.2
Gender										
Male	222	95.1	57.3	33.7	9	42.7	49.5	65.2	96	95.9
Female	184	96.7	41.7	44.6	13.7	58.3	66.9	79.2	97.3	96.5
Racial/Ethnic Group										
White	145	95.9	35.4	46.9	17.7	64.6	69.1	80.8	97.7	96
African American	243	96.3	60.2	32.6	7.2	39.8	47.7	59.7	96	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	87	98.5	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55.6	64.6	96.5	96.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	83.3	73.4	96.4	94.4
Disability Status										
Disabled	71	83.1	87.9	6.9	5.2	12.1	20.2	27.7	94.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	96.3
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.7	63.7	95.8	96.9
Socio-Economic Status										
Subsidized meals	342	96.8	53.4	36.7	10	46.6	53.9	61.9	96.4	96

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 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	135	100	47.2	36	16.8	52.8
	7	119	100	44.6	40.6	14.9	55.4
	8	142	100	41.1	45.7	13.2	58.9
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	123	99.2	49.2	34.2	16.7	50.8
	7	152	99.3	42.3	36.6	21.1	57.7
	8	118	98.3	62.4	27.5	10.1	37.6
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	135	100	45.6	41.6	12.8	54.4
	7	119	100	34.7	54.5	10.9	65.3
	8	142	100	45.7	47.3	7	54.3
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	123	99.2	48.3	38.3	13.3	51.7
	7	152	100	44.8	44.1	11.2	55.2
	8	118	98.3	67	26.6	6.4	33
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	71	98.6	47.7	40	12.3	52.3
	7	119	100	33.7	52.5	13.9	66.3
	8	74	98.7	40	52.3	7.7	60
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	62	100	61.3	35.5	3.2	38.7
	7	150	100	27.7	47.5	24.8	72.3
	8	58	100	52.7	32.7	14.5	47.3

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	68	98.5	41	52.5	6.6	59
	7	117	100	47.5	32.3	20.2	52.5
	8	68	100	17.2	54.7	28.1	82.8
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	61	100	39	45.8	15.3	61
	7	150	100	50.4	35.5	14.2	49.6
	8	58	100	50	35.2	14.8	50
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	136	95.6	53.7	35.5	10.7	46.3
	7	116	97.4	53.1	39.8	7.1	46.9
	8	144	99.3	54.6	35.4	10	45.4
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	128	95.3	48.7	40.3	10.9	51.3
	7	156	94.9	55	36.4	8.6	45
	8	122	97.5	45.4	39.8	14.8	54.6

Abbreviations for Missing Data

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