



COLLEGE PARK ELEMENTARY

100 Davidson Dr.
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	1,038 Students	
Principal	Amanda Prince	843-797-2711
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	Below Average
2007	Average	Average
2006	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

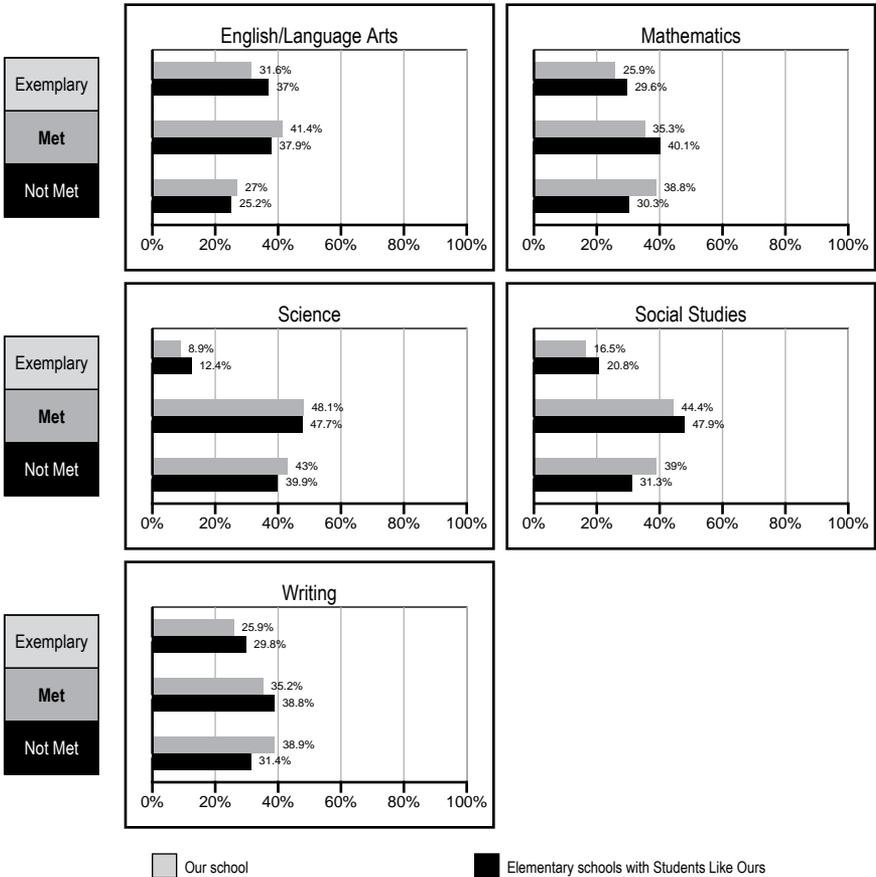
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	98	9	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,038)				
First graders who attended full-day kindergarten	96.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Down from 3.0%	1.4%	1.2%
Attendance rate	96.0%	Down from 96.2%	95.7%	96.1%
Eligible for gifted and talented	10.7%	Up from 8.5%	10.3%	11.7%
With disabilities other than speech	10.4%	Up from 9.2%	8.9%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	49.2%	Up from 48.0%	60.7%	60.5%
Continuing contract teachers	70.5%	Up from 70.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 87.1%	87.5%	87.0%
Teacher attendance rate	95.6%	Down from 97.2%	94.9%	95.4%
Average teacher salary*	\$47,280	Down 0.5%	\$47,073	\$47,288
Professional development days/teacher	5.1 days	Down from 10.7 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	No Change	19.2 to 1	19.2 to 1
Prime instructional time	91.5%	Down from 92.9%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,570	Up 0.6%	\$7,533	\$7,548
Percent of expenditures for instruction**	62.4%	Down from 68.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	58.2%	Down from 63.8%	64.4%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2009-2010 school year was full of positive changes and growth. At CPE, we continue to strive for commitment and pride in education. We continued our schoolwide implementation of Positive Behavior Intervention and Supports System (PBIS). In May, CPE received the honor and recognition of being named a PBIS Exemplar school by the SC State Department of Education. Although our student enrollment has grown significantly, we continue to see the positive effects of PBIS within our school and an increase in student achievement.

Our school continued with several successful programs to support and enhance student learning. Many students participated in the Read Naturally fluency and comprehension program, Voyager Math intervention, and FASST Math to build mathematical fluency. This year, our ELA program was further enhanced by a fulltime Curriculum Coach that worked with teachers, staff, and students to improve literacy schoolwide. The success of these programs directly relates to the commitment of our staff and the dedication of our parents and school community.

Title I funds continue to provide resources for our students and parents. This year Title I funds supported a fulltime math coach to support and assist teachers in math instruction and planning. All teachers and staff have participated in Professional Learning Communities and continue to collaborate in planning lessons, analyzing data, writing common assessments, and focusing on ongoing professional development. We had several successful family nights supported through Title I funds, including Olympic Family Math night, The Writer's Cafe, and Kindergarten Transition night. Our School Improvement Council and PTO worked in conjunction with our Title I program to create literature-based math and reading activities that promote families and the school working together.

At College Park Elementary, we believe that all students can learn. We are committed and take pride in the education of all of our students.

Amanda M. Prince, Principal
Mary Dick, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	147	102
Percent satisfied with learning environment	88.1%	89.7%	87.3%
Percent satisfied with social and physical environment	94.9%	91.8%	90.1%
Percent satisfied with school-home relations	78.0%	87.5%	88.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 28 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

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	0.7%	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	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	510	100	27.2	41.3	31.5	85.4	85.9	83.5	Yes	Yes
Gender										
Male	251	100	33.5	36.1	30.4	81.5	81.9	80.1	N/A	N/A
Female	259	100	21	46.4	32.6	89.3	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	269	100	21.1	40.9	38	87.8	89.8	89.6	Yes	Yes
African American	159	100	37.7	41.8	20.5	81.5	79.3	74.6	Yes	Yes
Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	93.4	92.7	I/S	I/S
Hispanic	69	100	30.8	43.1	26.2	83.1	82.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	93	100	65.5	29.8	4.8	58.3	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	65	100	29	46.8	24.2	82.3	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	363	100	32	43.2	24.8	82.3	81.2	76.9	Yes	Yes

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

All Students	510	99.8	38.7	35.4	25.9	77.2	83.5	80.4	Yes	Yes
Gender										
Male	251	100	40.1	34.4	25.6	77.1	81.1	78.4	N/A	N/A
Female	259	99.6	37.3	36.5	26.2	77.3	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	31.2	35.9	32.9	81.9	88	87.8	Yes	Yes
African American	159	100	53.4	32.2	14.4	69.2	75	69.3	Yes	Yes
Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	94.1	93.5	I/S	I/S
Hispanic	69	100	40	44.6	15.4	73.8	83.4	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	93	98.9	75	20.2	4.8	42.9	50	46.1	Yes	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	65	100	38.7	43.5	17.7	75.8	85.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	363	99.7	46	36.6	17.4	71.7	78	72.8	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	352	100	43	48.1	8.9	57	69.8	67.3
Gender								
Male	180	100	45	41.9	13.1	55	69.3	66.9
Female	172	100	41	54.5	4.5	59	70.3	67.7
Racial/Ethnic Group								
White	192	100	32.9	54.7	12.4	67.1	78.8	79.6
African American	102	100	67	28.6	4.4	33	54.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	48	100	N/A	N/A	N/A	57.8	64.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	73	100	N/A	N/A	N/A	25.4	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	46	100	38.6	56.8	4.5	61.4	65.8	58.6
Socio-Economic Status								
Subsidized meals	244	100	51.6	42.3	6	48.4	60.2	55.4
Social Studies								
All Students	347	99.4	39	44.4	16.5	61	73.4	70.9
Gender								
Male	167	100	39.2	43.8	17	60.8	72.2	70.1
Female	180	98.9	38.9	45.1	16	61.1	74.7	71.7
Racial/Ethnic Group								
White	184	99.5	35	45.4	19.6	65	78.7	79.2
African American	101	100	52.1	41.5	6.4	47.9	63.8	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	54	98.2	31.4	47.1	21.6	68.6	72.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	56	100	69.8	28.3	1.9	30.2	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	49	98	32.6	52.2	15.2	67.4	70.8	68
Socio-Economic Status								
Subsidized meals	247	99.2	45.7	43.4	10.9	54.3	66	60.8

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	502	98.8	38.6	35.4	26	61.4	72.9	72.1	96	96.2
Gender										
Male	247	98.4	44.7	36.3	19	55.3	65.6	65.2	96.1	96.1
Female	255	99.2	32.8	34.5	32.8	67.2	80.7	79.2	95.9	96.2
Racial/Ethnic Group										
White	263	98.9	31.6	38.8	29.5	68.4	78.3	80.8	95.2	95.7
African American	158	98.1	48.3	32.7	19	51.7	64	59.7	96.9	96.8
Asian/Pacific Islander	11	100	9.1	36.4	54.5	90.9	88.7	87	97.9	97.2
Hispanic	68	100	47.7	27.7	24.6	52.3	65.4	64.6	97	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	94.7	95.3
Disability Status										
Disabled	89	96.6	80.2	17.3	2.5	19.8	30.3	27.7	95.8	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	64	100	45.2	30.6	24.2	54.8	67.1	63.7	97.2	96.8
Socio-Economic Status										
Subsidized meals	354	98.6	44.9	34.4	20.7	55.1	65.2	61.9	96	95.9

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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	145	100	25.8	26.5	47.7	74.2
	4	125	99.2	24.1	44.8	31	75.9
	5	126	100	25	43.1	31.9	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	162	100	26	39	34.9	74
	4	190	100	27.9	38.4	33.7	72.1
	5	158	100	27.5	47.2	25.4	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	145	100	39.4	37.1	23.5	60.6
	4	125	100	31.6	52.1	16.2	68.4
	5	126	100	34.5	53.4	12.1	65.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	162	99.4	39	35.6	25.3	61
	4	190	100	36.6	34.9	28.5	63.4
	5	158	100	40.8	35.9	23.2	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	73	100	50	45.3	4.7	50
	4	125	100	32.5	62.4	5.1	67.5
	5	64	100	36.2	58.6	5.2	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	100	65.3	25	9.7	34.7
	4	190	100	32	60.5	7.6	68
	5	81	100	47.2	41.7	11.1	52.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	72	100	44.1	45.6	10.3	55.9
	4	125	100	22.2	62.4	15.4	77.8
	5	62	100	23.7	45.8	30.5	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	98.8	57.5	38.4	4.1	42.5
	4	190	99.5	30.2	45.3	24.4	69.8
	5	77	100	41.4	48.6	10	58.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	139	100	36.4	34.1	29.5	63.6
	4	124	99.2	37.3	41.5	21.2	62.7
	5	122	99.2	40.9	35.7	23.5	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	160	99.4	41.4	33.8	24.8	58.6
	4	189	99.5	37.4	32.8	29.9	62.6
	5	153	97.4	37.3	40.1	22.5	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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