

## CASTLE HEIGHTS MIDDLE

2382 Firetower Rd.  
Rock Hill, SC 29730

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	810 Students	
<b>Principal</b>	Kelly Kane	803-981-1400
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

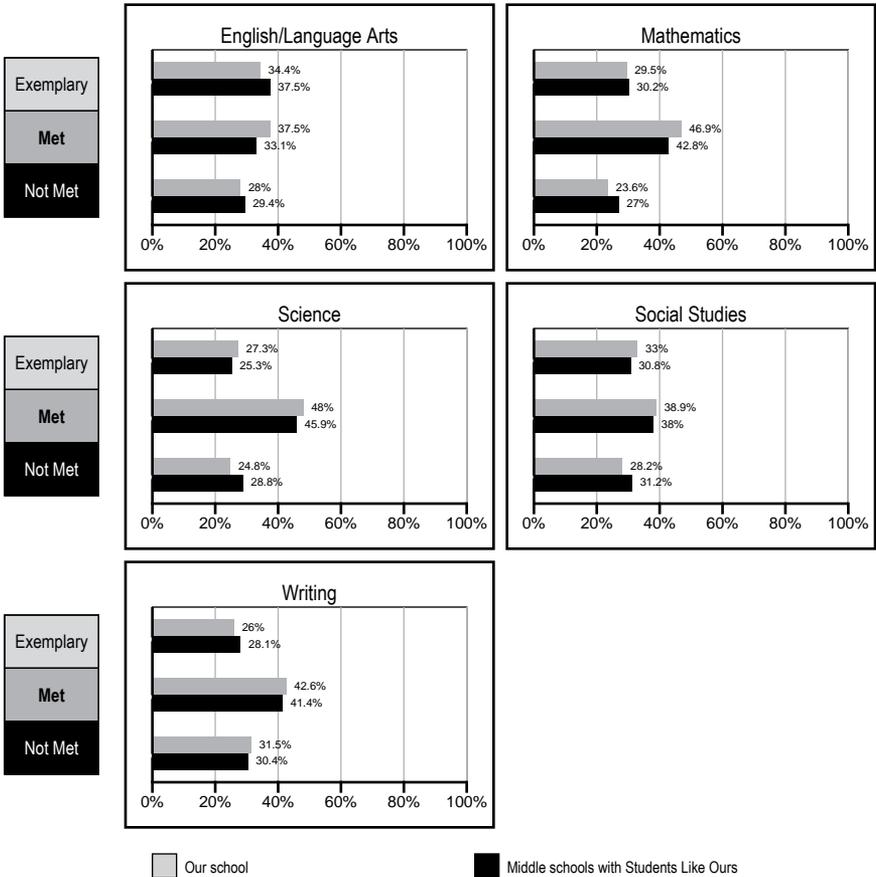
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	17	37	0	0

\* Ratings are calculated with data available by 11/09/2011.

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	98.9%	98.1%
English 1	91.6%	96.8%
Biology 1/Applied Biology 2	N/A	87.5%
Physical Science	N/A	78.4%
US History and the Constitution	N/A	N/A
All Subjects	95.5%	97.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=810)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	23.2%	Down from 23.7%	25.5%	24.5%
Retention rate	0.4%	Down from 0.6%	0.8%	0.7%
Attendance rate	96.6%	Down from 98.1%	95.8%	95.9%
Served by gifted and talented program	15.7%	Down from 16.6%	20.8%	17.8%
With disabilities other than speech	13.3%	Down from 16.0%	10.2%	9.2%
Older than usual for grade	0.8%	Down from 1.4%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.3%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	54.9%	Up from 49.1%	61.3%	60.0%
Continuing contract teachers	84.3%	Up from 81.1%	87.1%	82.6%
Teachers returning from previous year	84.3%	Up from 84.0%	87.8%	85.6%
Teacher attendance rate	97.2%	Down from 97.3%	95.2%	95.3%
Average teacher salary*	\$48,006	Down 4.0%	\$46,587	\$46,300
Professional development days/teacher	5.3 days	Down from 8.0 days	10.0 days	9.9 days
<b>School</b>				
Principal's years at school	14.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	29.0 to 1	Up from 26.3 to 1	22.8 to 1	21.5 to 1
Prime instructional time	93.4%	Down from 94.9%	90.0%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.2%	Down from 95.9%	99.4%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,119	Down 12.3%	\$7,407	\$7,634
Percent of expenditures for instruction**	64.4%	Up from 63.9%	64.5%	64.0%
Percent of expenditures for teacher salaries**	63.2%	Up from 62.2%	62.3%	61.2%

\* 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**

In 2010-2011 Castle Heights Middle School experienced high levels of community involvement, a continued program of collaborative planning and co-teaching to provide engaging and challenging instruction for all of our students, state recognition for academic achievement, and state and national recognition as a School To Watch for developing and maintaining a outstanding middle level program.

The school worked cooperatively with WalMart, the Southeastern Dairy Association, the Carolina Panthers, the Young Lawyers Division of the SC Bar Association, and numerous community agencies and individuals to provide grant resources, speakers and donated programs, and visits and celebrations to mark the school's achievements. The school's active and effective PTO and School Improvement Council were involved in many of these activities.

During the year Castle Heights was awarded the South Carolina Silver Palmetto award for outstanding and improved academic achievement.

Castle Heights was also nationally recognized as a School To Watch, an award program through the National Forum. A representative group of teachers accepted the award in Washington, DC. The Schools To Watch award was given for excellent academic achievement, effective programs to meet the needs of middle level students, and equitable access to those programs for all students. The parents, students, and staff of Castle Heights are very proud of this recognition; we plan to continue to strive for excellence.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	229	128
Percent satisfied with learning environment	82.9%	69.0%	89.8%
Percent satisfied with social and physical environment	85.7%	70.0%	86.5%
Percent satisfied with school-home relations	77.1%	73.4%	85.5%

\* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 23 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	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 = 79.4% (Met or Exemplary)**

All Students	832	99.5	27.6	37.5	34.9	79.2	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	409	99.3	32.1	35.5	32.4	75.5	79.5	78.7	N/A	N/A
Female	423	99.8	23.5	39.3	37.3	82.7	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	510	99.8	21.4	36.3	42.2	85.9	91.2	88.9	Yes	Yes
African American	236	98.7	39.7	39.7	20.6	66.8	72.4	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	38	100	27.8	41.7	30.6	80.6	77.9	79.3	I/S	I/S
American Indian/Alaskan	41	100	42.1	31.6	26.3	60.5	71.2	83	I/S	Yes
<b>Disability Status</b>										
Disabled	140	99.3	55.7	26.7	17.6	53.4	54.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	31.4	45.7	22.9	71.4	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	499	99.6	37.5	39.4	23.1	71.5	75	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	832	99.5	23.6	46.6	29.8	84.8	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	409	99.3	28.2	42.1	29.7	81.8	80.9	79.9	N/A	N/A
Female	423	99.8	19.3	50.9	29.9	87.7	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	510	99.8	18.2	46.1	35.7	88.8	91	88.9	Yes	Yes
African American	236	98.7	34.6	46.3	19.2	78	72.6	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	38	100	27.8	52.8	19.4	75	79.2	81.1	I/S	I/S
American Indian/Alaskan	41	100	28.9	50	21.1	78.9	75.2	84.4	I/S	Yes
<b>Disability Status</b>										
Disabled	140	99.3	57.3	34.4	8.4	61.8	51.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	31.4	42.9	25.7	71.4	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	499	99.6	31.4	48.4	20.3	80.2	75.4	74.9	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
<b>Science</b>								
All Students	566	99.7	24.6	47.4	28	75.4	72.1	68.6
<b>Gender</b>								
Male	276	99.3	27.3	43.5	29.2	72.7	71.1	68.3
Female	290	100	22.1	51.1	26.8	77.9	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	348	100	18.4	46.8	34.7	81.6	84.8	80.7
African American	162	98.8	35.6	48.6	15.8	64.4	54.6	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	25	100	30.4	52.2	17.4	69.6	66.2	61.6
American Indian/Alaskan	25	100	43.5	34.8	21.7	56.5	61.7	70.8
<b>Disability Status</b>								
Disabled	83	98.8	57.1	27.3	15.6	42.9	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	20	100	37.5	45.8	16.7	62.5	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	334	99.4	33.8	48.7	17.5	66.2	60.3	57.3
<b>Social Studies</b>								
All Students	561	99.5	28	38.8	33.2	72	75.9	72.5
<b>Gender</b>								
Male	276	100	26.1	37.2	36.8	73.9	75.8	72
Female	285	99	29.8	40.4	29.8	70.2	76	73.1
<b>Racial/Ethnic Group</b>								
White	348	99.7	23.1	37	39.9	76.9	85.6	81
African American	153	98.7	37.6	41.1	21.3	62.4	63.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	26	100	25	54.2	20.8	75	66.9	69.6
American Indian/Alaskan	31	100	43.3	33.3	23.3	56.7	65.8	73.5
<b>Disability Status</b>								
Disabled	112	99.1	57	25.2	17.8	43	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	21	95.2	32	44	24	68	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	341	99.1	37.3	41.7	21	62.7	65.4	62.9

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
<b>Writing</b>										
All Students	249	93.6	30.3	43.3	26.4	69.7	75.7	73.2	96.6	96.2
<b>Gender</b>										
Male	117	88.9	36.3	43.1	20.6	63.7	71	67.2	96.5	96.1
Female	132	97.7	25.6	43.4	31	74.4	80.6	79.4	96.8	96.3
<b>Racial/Ethnic Group</b>										
White	151	96	23.9	45.1	31	76.1	87.4	81.5	96.4	96.1
African American	73	89	40	41.5	18.5	60	60.2	61.3	97.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	98.8	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.3	66.7	97.3	96
American Indian/Alaskan	14	85.7	38.5	46.2	15.4	61.5	67.4	72.2	93.8	94.6
<b>Disability Status</b>										
Disabled	41	80.5	67.6	26.5	5.9	32.4	36.4	26	96.4	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.7	65.7	97.8	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	146	91.1	37.9	46.2	15.9	62.1	64.6	63.2	96.2	95.7

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
<b>English/Language Arts</b>							
<b>2010</b>	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	286	99.7	22.8	43.4	33.8	77.2
	7	253	99.6	26.6	34.9	38.6	73.4
	8	237	99.2	29.6	36.3	34.1	70.4
<b>2011</b>	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	282	100	25.9	40.7	33.5	74.1
	7	300	100	29.5	33	37.5	70.5
	8	250	98.4	27.4	39.2	33.3	72.6
<b>Mathematics</b>							
<b>2010</b>	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	286	99.7	21	38.2	40.8	79
	7	253	99.6	21.6	41.1	37.3	78.4
	8	237	99.2	27.4	44.8	27.8	72.6
<b>2011</b>	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	282	100	21.7	47.9	30.4	78.3
	7	300	100	23.9	41.1	35.1	76.1
	8	250	98.4	25.3	51.9	22.8	74.7
<b>Science</b>							
<b>2010</b>	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	143	99.3	31.9	50.4	17.8	68.1
	7	252	100	23.2	48.5	28.2	76.8
	8	119	96.6	24.8	34.9	40.4	75.2
<b>2011</b>	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	144	99.3	28.1	60.2	11.7	71.9
	7	299	99.7	26.1	44.9	29	73.9
	8	123	100	16.9	39.8	43.2	83.1

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
<b>Social Studies</b>							
<b>2010</b>	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	145	99.3	18.1	58	23.9	81.9
	7	252	99.6	41.3	32.5	26.3	58.8
	8	117	98.3	28.2	42.7	29.1	71.8
<b>2011</b>	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	140	98.6	17.2	59.7	23.1	82.8
	7	298	99.7	36.7	30.4	32.9	63.3
	8	123	100	19.3	35.3	45.4	80.7
<b>Writing</b>							
<b>2010</b>	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	284	96.8	23.4	47.2	29.4	76.6
	7	256	99.6	30.5	47.7	21.8	69.5
	8	237	97.1	27.6	40.7	31.7	72.4
<b>2011</b>	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	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	249	93.6	30.3	43.3	26.4	69.7

Abbreviations for Missing Data

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