



## College Park Middle

713 College Park Road  
Ladson, SC 29456

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	716 Students	
<b>Principal</b>	Ingrid Dukes	843-553-8300
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

Percent of students tested in 2007-08 whose 2006-07 test scores were located

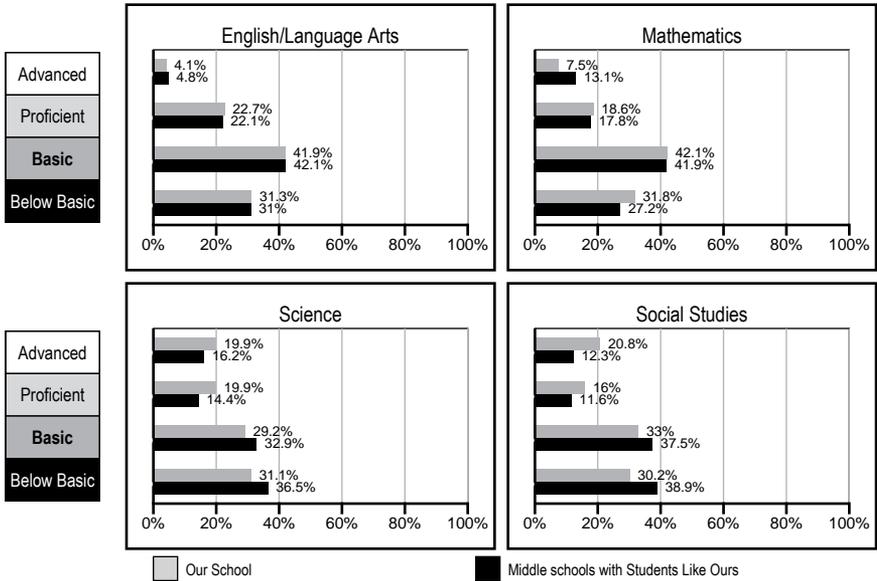
95%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	15	33	5

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.1	97.0
English 1	96.2	96.2
Physical Science	0	57.7
All Subjects	96.6	96.1

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=716)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	29.3%	Up from 28.7%	23.3%	19.4%
Retention rate	4.7%	Down from 5.3%	1.6%	1.8%
Attendance rate	96.1%	Up from 95.7%	95.8%	95.8%
Eligible for gifted and talented	14.1%	Down from 16.3%	17.2%	15.3%
With disabilities other than speech	15.3%	Up from 11.1%	14.2%	12.9%
Older than usual for grade	5.6%	Up from 2.8%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Down from 5.4%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	53.2%	Down from 58.3%	53.8%	55.0%
Continuing contract teachers	76.6%	Up from 75.0%	73.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.9%	5.3%	5.4%
Teachers returning from previous year	82.3%	Up from 73.9%	85.0%	83.4%
Teacher attendance rate	94.2%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$43,588	Up 2.0%	\$44,375	\$44,706
Professional development days/teacher	16.9 days	Up from 14.7 days	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.9 to 1	20.6 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 90.6%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 95.0%	97.2%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$7,582	Up 24.6%	\$7,056	\$7,097
Percent of expenditures for instruction*	57.2%	Down from 58.9%	64.2%	64.4%
Percent of expenditures for teacher salaries*	53.5%	Down from 58.3%	59.6%	59.4%

\* 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

College Park Middle School continues to experience many successes and challenges as we strive to meet the goals set forth in South Carolina's accountability law as well as the federal government's "No Child Left Behind." The year began with construction being completed and students having a school year that did not involve the sounds of bulldozers and hammering. The year also kicked off several new initiatives being introduced at College Park Middle. Positive Behavior Intervention and Supports (PBIS) was presented to our students on the first day of school. The C.A.R.E.S matrix was taught to all students in an attempt to clarify behavior expectations. Students were also introduced to our new acknowledgement system in which they were able to earn "C.A.R.E.S cash." This cash was then used to purchase items as well as participate in reward activities. PBIS in an initiative that takes 3-5 years to fully implement. At the end of year one, we have seen approximately a 35% decline in disciplinary referrals. Both our teachers and students benefitted from this decline in referrals as it translated into less time spent on discipline and more time spent on instruction.

Our teachers were introduced to Professional Learning Communities (PLCs) at the start of the 2007-2008 school year. The goal of implementing PLCs is to have teachers focus on learning, continuously collaborate, and focus on results. Our teachers developed common assessments that were geared at keeping a constant awareness of students' progress towards mastering the skills necessary to be successful in their current grade as well as to be prepared for the following grade. Like PBIS, our teachers will continue to work to fully implement the ideas of PLCs.

CPM continues to lead in the implementation of "Making Middle Grades Work" (MMGW). This year we concentrated on implementing 4 of MMGW's key practices. We focused on (1) the belief that all students matter, (2) teachers working together, (3) developing a system of extra time and help, and (4) using data to make instructional decisions. We implemented a tutoring program in cooperation with students from Stratford High's Youth Court. In addition, we developed a peer-tutoring system made up of CPM students. One of the most beneficial components of MMGW was our "NO ZERO" policy. Students now believe that teachers will not accept a student not doing the work required in their classes! This policy contributed to CPM's retention and required summer school numbers to be at an all time low!!

CPM students and teachers continued to receive recognition for their outstanding work. Kelli Roberson was named the Outstanding Reading Teacher of the Year by the Berkeley Reading Council. Dottie Adams was a finalist for Berkeley County Teacher of the Year. Twenty-one students were recognized as being South Carolina Junior Scholars. Fifty-one students were selected for All-county Chorus. Twelve students were named All-County Band, and nine were selected for All-county Orchestra. One of our students was the county winner in the Lieutenant Governor's Writing Award and will be attending Governor's School this summer!! We certainly have much to celebrate!!

Carol Swisher and Rosemary Young, PTSA/SIC  
Ingrid Dukes, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	235	141
Percent satisfied with learning environment	100.0%	65.4%	80.3%
Percent satisfied with social and physical environment	100.0%	67.9%	74.5%
Percent satisfied with school-home relations	88.2%	76.1%	68.1%

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

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	714	99.7	32.5	42.7	22.3	2.4	34.2	48.6	48.2	No	Yes
<b>Gender</b>											
Male	384	99.7	40.1	41.5	16.9	1.4	27.2	40.8	41.7	N/A	N/A
Female	330	99.7	23.9	44	28.5	3.6	42.1	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	420	99.8	28.9	44.3	24.5	2.3	37.2	55.4	60	No	Yes
African American	221	100	36.5	40.9	20.7	2	30	36.5	31.7	No	Yes
Asian/Pacific Islander	12	100	18.2	27.3	54.5	0	72.7	73	70.4	I/S	I/S
Hispanic	56	98.2	49.1	38.2	7.3	5.5	20	39.9	38.4	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	115	99.1	80.8	19.2	0	0	0	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	47	97.9	54.3	37	6.5	2.2	15.2	37.4	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	428	100	40.7	45.6	13.1	0.5	21.6	38.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	714	99.4	32.9	42.2	17.7	7.3	33.2	44.2	45.8	No	Yes
<b>Gender</b>											
Male	384	99.5	34.8	38.2	18.7	8.3	36.5	44.4	45.6	N/A	N/A
Female	330	99.4	30.7	46.6	16.5	6.1	29.4	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	420	99.8	27.9	40.9	20.8	10.4	39.8	52.8	59	No	Yes
African American	221	99.1	41.1	43.6	12.9	2.5	22.8	28.2	26.9	No	Yes
Asian/Pacific Islander	12	100	18.2	36.4	27.3	18.2	54.5	70.4	71.3	I/S	I/S
Hispanic	56	98.2	43.6	47.3	7.3	1.8	18.2	38.9	38.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	115	99.1	73.7	24.2	2	0	5.1	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	47	97.9	43.5	45.7	8.7	2.2	15.2	38.6	38.7	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	428	99.8	43.3	42	11.6	3.1	21.4	33.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	468	99.6	30.6	29.5	19.8	20	39.9	35.1	35.7	96.1	96.4
<b>Gender</b>											
Male	246	99.6	32.3	26.5	19.5	21.7	41.2	36.3	37.4	96.1	96.3
Female	222	99.6	28.8	32.7	20.2	18.3	38.5	33.9	33.8	96.1	96.5
<b>Racial/Ethnic Group</b>											
White	279	99.3	25.5	25.5	22.7	26.3	49	44.8	49.2	95.5	96
African American	144	100	35.6	37.8	16.3	10.4	26.7	18.5	17	96.9	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	96.1	97.5
Hispanic	34	100	50	32.4	11.8	5.9	17.6	26.8	24.9	97.3	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	96.1	95.2
<b>Disability Status</b>											
Disabled	76	97.4	68.3	20.6	4.8	6.3	11.1	9.8	14	94.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	30	100	43.3	33.3	13.3	10	23.3	24.3	24.4	97.6	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	283	99.7	39.7	33.1	19.5	7.8	27.2	23.7	21.1	95.7	96.1
<b>Social Studies</b>											
All Students	481	99.4	29.8	33.2	16.1	20.9	37	34.6	34	96.1	96.4
<b>Gender</b>											
Male	268	99.6	35.5	28.5	13.2	22.7	36	36.3	36.6	96.1	96.3
Female	213	99.1	22.7	38.9	19.7	18.7	38.4	32.8	31.3	96.1	96.5
<b>Racial/Ethnic Group</b>											
White	280	98.9	25.1	31.9	17.5	25.5	43	40.9	44.5	95.5	96
African American	154	100	35.7	38.5	11.2	14.7	25.9	22.7	19.1	96.9	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	96.1	97.5
Hispanic	35	100	40	28.6	20	11.4	31.4	31.3	27.5	97.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	96.1	95.2
<b>Disability Status</b>											
Disabled	84	96.4	57.7	31	7	4.2	11.3	11.8	14.4	94.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	38.7	32.3	16.1	12.9	29	29.6	27.3	97.6	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	290	99.3	40.5	32.1	12.6	14.9	27.5	25.5	21	95.7	96.1

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	232	99.1	39.3	38.8	17	4.9	21.8
	7	243	100	33.6	42.6	21.1	2.7	23.8
	8	224	100	22.1	54.9	21.6	1.5	23
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	235	100	31.3	40.2	25.7	2.8	28.5
	7	236	99.6	34.5	45.9	17.7	1.8	19.5
	8	243	99.6	31.7	42	23.7	2.7	26.3
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	232	99.6	32.4	42.5	18.8	6.3	25.1
	7	243	100	24.2	48	18.4	9.4	27.8
	8	224	100	29.9	50.5	13.7	5.9	19.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	235	99.2	32.9	34.3	23	9.9	32.9
	7	236	99.6	27.7	46.8	18.2	7.3	25.5
	8	243	99.6	37.9	45.1	12.1	4.9	17
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	118	99.2	42.3	32.7	17.3	7.7	25
	7	243	100	22.9	28.7	25.1	23.3	48.4
	8	112	100	23.8	44.8	11.4	20	31.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	117	100	43.8	21.9	15.2	19	34.3
	7	236	99.2	23.3	34.7	21.9	20.1	42
	8	115	100	32.7	26.4	20	20.9	40.9
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	114	98.3	11.8	33.3	27.5	27.5	54.9
	7	243	100	34.5	32.7	16.6	16.1	32.7
	8	112	99.1	22.2	55.6	15.2	7.1	22.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	99.2	8.3	28.7	22.2	40.7	63
	7	236	99.2	39.7	31.1	11	18.3	29.2
	8	126	100	31	41.6	20.4	7.1	27.4

Abbreviations for Missing Data

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