



## COLLEGE PARK MIDDLE

713 College Park Road  
Ladson, SC 29456

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	680 Students	
<b>Principal</b>	Ingrid Dukes	843-553-8300
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# 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>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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

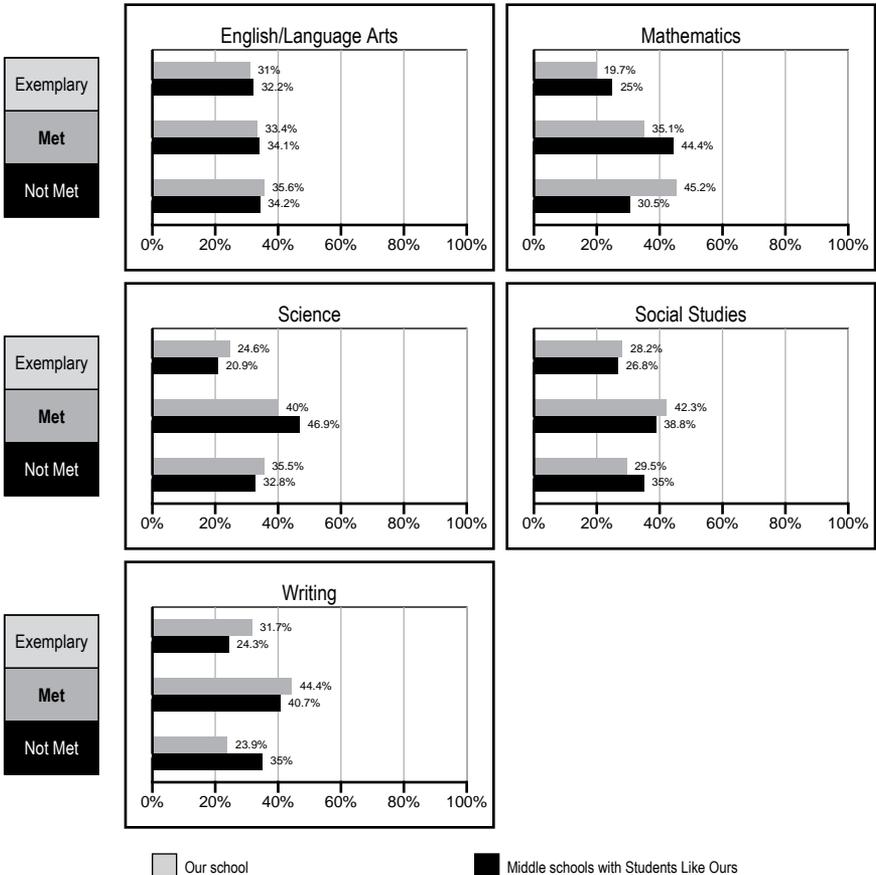
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	7	44	5	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	96.2%	96.3%
English 1	96.8%	93.5%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	82.6%
US History and the Constitution	N/A	N/A
All Subjects	96.5%	95.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=680)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	32.4%	Up from 26.8%	24.5%	24.5%
Retention rate	0.7%	Up from 0.5%	0.9%	0.7%
Attendance rate	96.1%	Up from 95.6%	95.7%	95.9%
Served by gifted and talented program	17.9%	Up from 15.3%	17.9%	17.8%
With disabilities other than speech	9.4%	Down from 13.7%	9.3%	9.2%
Older than usual for grade	2.5%	Down from 4.2%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.3%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	43.2%	Down from 47.8%	58.1%	60.0%
Continuing contract teachers	79.5%	Down from 80.4%	87.5%	82.6%
Teachers returning from previous year	86.6%	Down from 88.0%	84.4%	85.6%
Teacher attendance rate	96.5%	Down from 96.6%	95.2%	95.3%
Average teacher salary*	\$45,965	Up 1.2%	\$45,732	\$46,300
Professional development days/teacher	15.2 days	Up from 14.6 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	12.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.0 to 1	21.2 to 1	21.5 to 1
Prime instructional time	92.3%	Up from 91.9%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.4%	Down from 98.1%	96.7%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,836	Down 1.2%	\$7,446	\$7,634
Percent of expenditures for instruction**	57.5%	Up from 56.7%	62.7%	64.0%
Percent of expenditures for teacher salaries**	53.4%	Up from 53.2%	60.8%	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

College Park Middle School is home to approximately 650 students in grades 6-8. During the 2010-2011 school year we continued to see a school that is focused on students' learning and improved student achievement. The commitment, hard work, and dedication of our entire school family have helped us reach new highs. College Park Middle reached ever higher heights when we received our "SCHOOLS TO WATCH" designation. In receiving this recognition, we join an elite group of only eleven schools in South Carolina and less than 300 nationally to achieve this prestigious title. We are the only school in the Low Country to win this award. CPM has also been selected to be a case study by the Southern Regional Education Board due to the significant increases and improvements in our school and student performance. Our Principal, Ingrid Dukes, was also named the South Carolina Association of School Administrators State Middle Level Principal of the Year. 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 continue to use data as a means of monitoring student progress and growth. We continue to be committed to focusing on the success of each and every individual student at our school. Our "No zero and Re-do policies" allow us to focus on individual student strengths and challenges in order to help all be better prepared for the next level of learning.

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. We have also taken this initiative one step farther inasmuch that we rolled out our "Extra time and help/Enrichment" period this year. We now have moved from students solely attending voluntary sessions to help reduce skill deficits to an intentional plan to address the learning needs of every child. Students who have mastered concepts have an opportunity to attend enrichment activities during this time if they have shown standards mastery. Our teachers have done an outstanding job in offering additional assistance as well as enrichment activities to our students. The most impressive part of this whole initiative is that our students have actually voiced that they want more and more opportunities to receive this service during the school year!!

Our students and staff, and school continue to be recognized for their outstanding work and accomplishments. CPM students earned various accolades and awards. Ten students earned Junior Scholar status and one other was named a Duke Tip Scholar. We have 28 students named to All-County Chorus, 2 for All-County Band, and 14 All-County Orchestra. Our Chorus received a superior rating at the State Choral Festival. Our Band received a superior rating at the Concert Festival. College Park Middle teachers continued to earn accolades as well. Two additional teachers earned their National Board Certification this year—Peggy Weatherford and Deborah Williams. CPM now has a total of 14 teachers with the highest level of professional certification they can earn. Peggy Weatherford was named CPM's teacher of the Year. She was also a semi-finalist for District Teacher of the Year. Kelli Roberson and Ingrid Dukes had an article published in the South Carolina Middle School Journal touting the school's successful implementation of school based reform initiatives. What a year!

Dawn Tillman SIC/PTSA Chair Ingrid Dukes, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	187	59
Percent satisfied with learning environment	97.4%	69.6%	86.2%
Percent satisfied with social and physical environment	94.7%	73.4%	77.2%
Percent satisfied with school-home relations	81.6%	79.1%	74.1%

\* 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 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.6%	0.0%	No
Student attendance rate	96.1%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	673	99.7	35.5	33.5	31	76	85.3	82.4	No	Yes
<b>Gender</b>										
Male	343	99.4	41	31.4	27.6	72.1	81.3	78.7	N/A	N/A
Female	330	100	29.5	35.8	34.7	80.2	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	358	99.4	31.5	30.9	37.6	79.8	89	88.9	Yes	Yes
African American	217	100	41.1	40	18.9	70.5	78.6	72.9	No	Yes
Asian/Pacific Islander	31	100	13.3	23.3	63.3	93.3	94.1	93	I/S	I/S
Hispanic	60	100	56	28	16	60	85	79.3	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	107	99.1	70.1	21.6	8.2	46.4	54.4	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	53	100	42	34	24	70	84.6	78.3	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	443	99.6	43	33.3	23.7	71	80.4	75.4	No	Yes

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

All Students	673	99.4	45.1	35.2	19.7	71.3	84.4	81.9	No	Yes
<b>Gender</b>										
Male	343	99.4	47.9	33.3	18.7	69.2	82.7	79.9	N/A	N/A
Female	330	99.4	42	37.2	20.8	73.6	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	358	99.4	39.8	35.8	24.5	76.5	88.6	88.9	No	Yes
African American	217	100	56.3	32.6	11.1	60.5	77.1	71.4	No	Yes
Asian/Pacific Islander	31	100	10	46.7	43.3	96.7	94.2	94.6	I/S	I/S
Hispanic	60	96.7	58	34	8	64	83.3	81.1	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	107	99.1	88.7	9.3	2.1	33	53	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	53	96.2	52	32	16	72	83.3	81.4	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	443	99.1	52.2	33.8	14	65.6	79.5	74.9	No	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	448	98.2	34.5	40.6	24.9	65.5	70.9	68.6
<b>Gender</b>								
Male	234	98.3	36.9	37.4	25.7	63.1	70.4	68.3
Female	214	98.1	31.7	44.3	24	68.3	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	243	97.9	29.9	41.2	29	70.1	79.9	80.7
African American	136	99.3	43.3	43.3	13.3	56.7	56.5	51.4
Asian/Pacific Islander	22	90.9	10.5	21.1	68.4	89.5	85.1	85.3
Hispanic	42	100	45.5	39.4	15.2	54.5	64.3	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	69	98.6	75	21.9	3.1	25	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	34	97.1	37.9	34.5	27.6	62.1	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	295	98.6	40.8	42.3	16.9	59.2	61.8	57.3
<b>Social Studies</b>								
All Students	450	99.1	28.9	42.6	28.4	71.1	75.7	72.5
<b>Gender</b>								
Male	227	99.1	30.3	37.9	31.8	69.7	74.3	72
Female	223	99.1	27.4	47.9	24.7	72.6	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	238	98.7	24.5	44.4	31	75.5	81.1	81
African American	146	99.3	38.9	42.1	19	61.1	66.4	60
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	90.7	89
Hispanic	41	100	38.2	35.3	26.5	61.8	73.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	74	97.3	50.7	35.8	13.4	49.3	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	36	100	33.3	30.6	36.1	66.7	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	293	98.6	34.4	42.7	22.9	65.6	68.4	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	217	98.6	23.4	44.9	31.7	76.6	73.5	73.2	96	96.3
<b>Gender</b>										
Male	120	97.5	31.3	43.8	25	68.8	66.8	67.2	96.1	96.3
Female	97	100	14	46.2	39.8	86	80.6	79.4	96	96.3
<b>Racial/Ethnic Group</b>										
White	115	100	17.9	46.4	35.7	82.1	78.5	81.5	95.4	95.9
African American	76	96.1	30.9	41.2	27.9	69.1	64.8	61.3	96.7	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	87	97.3	97.1
Hispanic	15	100	35.7	50	14.3	64.3	72.1	66.7	97	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	93.4	95.5
<b>Disability Status</b>										
Disabled	33	93.9	66.7	29.6	3.7	33.3	27.7	26	94.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	15	100	42.9	50	7.1	57.1	69	65.7	97.1	97
<b>Socio-Economic Status</b>										
Subsidized meals	141	98.6	30.3	45.5	24.2	69.7	65.4	63.2	95.8	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
<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	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
<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	229	100	33.8	36.3	29.9	66.2
	7	227	99.1	36.6	32.2	31.2	63.4
	8	217	100	36	32	32	64
<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	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
<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	229	100	44.8	32.8	22.4	55.2
	7	227	98.2	43.1	35.6	21.3	56.9
	8	217	100	47.5	37	15.5	52.5
<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	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
<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	115	98.3	49.5	42.4	8.1	50.5
	7	227	99.6	28.7	44.1	27.2	71.3
	8	106	95.3	31.3	31.3	37.5	68.8

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 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	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
<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	114	100	16	55	29	84
	7	227	99.6	39.1	35.1	25.7	60.9
	8	109	97.3	21.2	45.5	33.3	78.8
<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	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
<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	217	98.6	23.4	44.9	31.7	76.6

Abbreviations for Missing Data

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