



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. Rodney Thompson	843-899-8600
Board Chair	Doug Cooper	

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below 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://www.eoc.sc.gov>

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

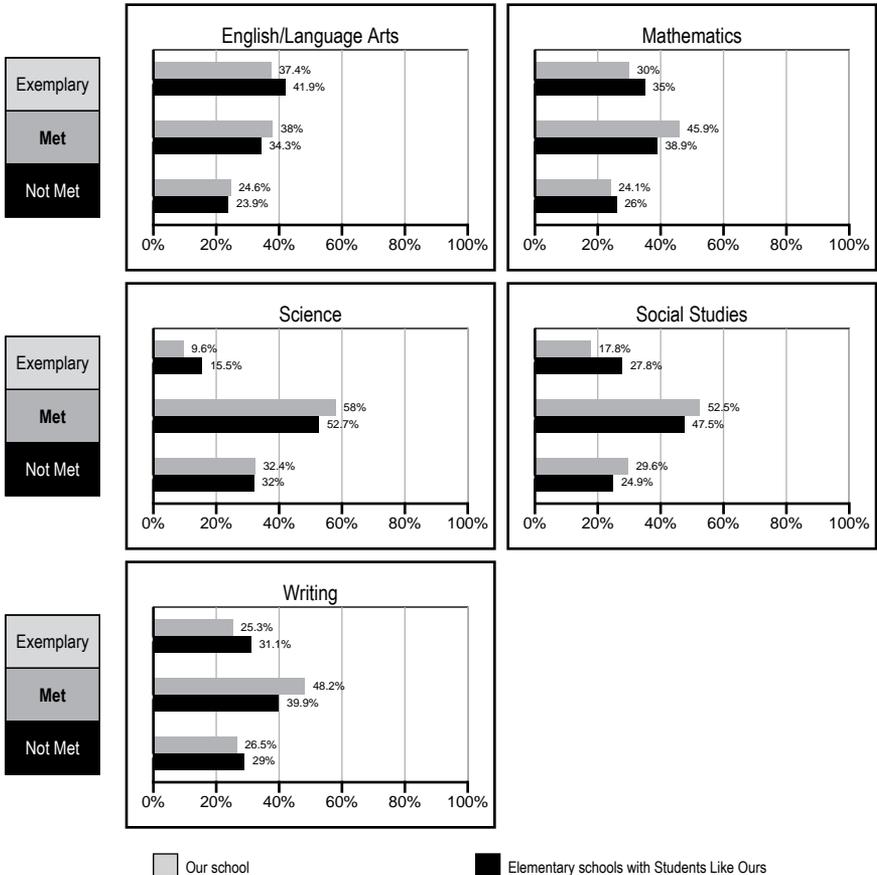
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	41	63	5	0

* Ratings are calculated with data available by 11/07/2012.

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	95.6%	Down from 98.7%	100.0%	100.0%
Retention rate	1.7%	Up from 1.0%	1.3%	1.0%
Attendance rate	96.6%	Up from 96.0%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
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	57.4%	Up from 50.8%	62.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.1%	Up from 89.2%	89.6%	88.7%
Teacher attendance rate	96.0%	Up from 94.7%	94.9%	95.1%
Average teacher salary*	\$47,831	Up 0.4%	\$47,463	\$47,210
Professional development days/teacher	0.5 days	Down from 5.2 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	19.8 to 1	20.0 to 1
Prime instructional time	92.4%	Up from 90.5%	90.0%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	50.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,036	Down 3.3%	\$7,322	\$7,247
Percent of expenditures for instruction**	64.3%	Down from 64.4%	67.7%	68.2%
Percent of expenditures for teacher salaries**	61.0%	Up from 59.8%	65.2%	65.7%

* 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 2011-2012 school year was full of positive changes and successes. At CPE we continue to strive for commitment and pride in education through data driven instruction and on-going staff development for our staff. CPE has completed PBIS Year 4 and evaluation results of our program included a decrease in discipline referrals and 100% school wide implementation. Our school focus for the year included strengthening our core programs with the implementation of ninety minutes of math including a school wide math fluency program, targeted interventions for students, and assessment.

Teachers met weekly in Professional Learning Communities to review student data and plan for instruction. All staff members participated in on-going district assessment training. During PLC time teachers collaborated to develop standards-based, common assessments in kindergarten through fifth grade with an emphasis on the Common Core standards. Teachers throughout the school worked with the full-time Math Coach and ELA Coach to ensure that all students were engaged in learning. Title I funds supported school supplies for students, technology for classrooms, class-size reduction, a Math Coach, and a variety of family nights. Our School Improvement Council worked in conjunction with our Title I program to create and evaluate programs that improve student learning and strengthens home and school partnerships.

Teachers participated in an in depth math training that focused on math engagement, exploration, explanations, extensions, and evaluation. During the year, CPE received a grant through KIDSFIT to create and implement the first Action-Based Learning Lab in Berkeley County that focused on the academic success through exercise and movement. Students enjoyed a variety of Fine Arts activities monthly, including our second musical, The Wizard of Oz, performed by our students. CPE was also recognized as a Palmetto Silver recipient for Overall Performance and Closing the Achievement Gap. At College Park Elementary, we believe that all students can learn. We are committed and take pride in the education 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	77	173	62
Percent satisfied with learning environment	100.0%	82.1%	80.0%
Percent satisfied with social and physical environment	98.7%	86.0%	86.9%
Percent satisfied with school-home relations	85.5%	87.8%	79.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	88.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

College Park Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	654.1	647.5	618.3	626.5	100.0	100.0
Male	650.9	650.1	622.8	631.5	100.0	100.0
Female	657.1	645.0	614.2	621.1	100.0	100.0
White	663.4	655.3	631.3	631.8	100.0	100.0
African American	640.3	630.2	596.5	614.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	647.9	647.3	608.1	628.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	605.2	597.4	599.8	595.9	100.0	100.0
Limited English Proficient	646.4	650.4	612.2	627.0	100.0	100.0
Subsidized meals	643.7	638.4	607.7	619.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	187	100	25.9	36.1	38	74.1
	4	174	98.9	21.5	48.1	30.4	78.5
	5	203	100	22.2	42.7	35.1	77.8
	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
2012	3	146	100	24.2	22.7	53	75.8
	4	185	100	24.1	39.8	36.1	75.9
	5	183	100	24.6	47.9	27.5	75.4
	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
Mathematics							
2011	3	187	100	34.3	38	27.7	65.7
	4	174	100	16.3	49.4	34.4	83.8
	5	203	100	30.3	39.5	30.3	69.7
	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
2012	3	146	100	28.8	34.8	36.4	71.2
	4	185	100	19.9	45.8	34.3	80.1
	5	183	100	24	55.7	20.4	76
	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
Science							
2011	3	94	98.9	53	32.5	14.5	47
	4	174	100	29.4	60	10.6	70.6
	5	100	99	49.5	35.2	15.4	50.5
	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
2012	3	72	100	49.2	40	10.8	50.8
	4	185	100	22.2	68.9	9	77.8
	5	91	100	38.1	50	11.9	61.9
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	93	97.9	41	51.8	7.2	59
	4	174	100	22.5	56.9	20.6	77.5
	5	103	99	26.6	41.5	31.9	73.4
	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	N/A
2012	3	76	98.7	39.1	52.2	8.7	60.9
	4	185	100	26.9	55.7	17.4	73.1
	5	92	100	28.6	45.2	26.2	71.4
	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
Writing							
2011	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	201	99.5	33.5	35.7	30.8	66.5
	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	N/A
2012	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	185	98.9	26.5	48.2	25.3	73.5
	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	N/A

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