



## College Park Elementary

100 Davidson Dr.  
Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	787 Students	
<b>Principal</b>	Amanda Prince	843-797-2711
<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>Below Average</b>
2007	Average	Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	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**

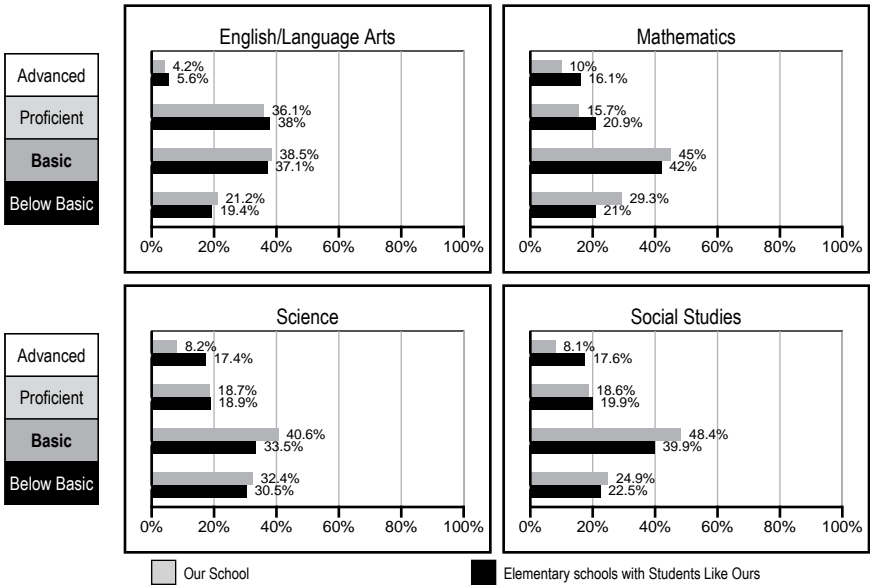
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	69	15	1

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

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=787)</b>				
First graders who attended full-day kindergarten	96.3%	Up from 87.2%	100.0%	100.0%
Retention rate	4.3%	Up from 4.1%	2.7%	2.3%
Attendance rate	96.6%	Up from 96.1%	96.2%	96.3%
Eligible for gifted and talented	9.8%	Down from 10.9%	10.3%	10.4%
With disabilities other than speech	10.3%	Up from 7.2%	8.7%	7.5%
Older than usual for grade	0.8%	Down from 0.9%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	59.2%	Up from 52.0%	57.7%	56.7%
Continuing contract teachers	85.7%	Down from 90.0%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.2%	Down from 91.2%	87.6%	86.4%
Teacher attendance rate	91.2%	Down from 92.9%	94.9%	94.9%
Average teacher salary	\$49,438	Up 6.1%	\$45,568	\$45,345
Professional development days/teacher	13.1 days	Down from 14.2 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	86.8%	Down from 87.9%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,316	Up 18.4%	\$6,893	\$7,052
Percent of expenditures for instruction*	66.2%	Up from 61.7%	68.7%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Up from 61.3%	65.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

College Park Elementary, a school of academic excellence with a safe and caring environment, had a wonderful school year. Our students all made academic progress, had numerous opportunities for artistic expression, and gained in self-esteem through a variety of activities.

A staff of 58 certified professionals and 45 classified or support personnel worked to provide 797 students a variety of educational experiences. Academically, 77% of students in grades 3-5 scored basic and above in English/Language Arts. 36% of the students scored proficient or advanced in English/Language Arts. In math, 77% of the students in grades 3-5 scored basic and above. 31% of the students scored proficient or advanced in math.

Title I funds continue to provide our students and parents with additional resources. Materials and supplies were purchased to support the Language Arts program and the Everyday Math initiative. Funds also provided opportunities for professional staff development and assisted in maintaining academic support through computer labs and programmed instruction. Parents were offered a variety of activities designed to provide information and assist the academic growth of their children.

Students are encouraged to participate in organized groups, clubs, and events, which promote good citizenship and develop leadership potential. The 100-member chorus with 14 All County Chorus representatives, the Art club, the Astronomy Club, and several student book clubs allowed students a venue for expression. The Student Council, Legal Beagles, offered students a forum to develop civic responsibilities, as well as learn about our government.

One of the primary goals of our school and School Improvement Council is to increase opportunities for student learning. Our staff works hard to keep abreast of current research concerning the best methods for teaching children, so time and effort can be maximized for each student. Additional opportunities for learning have been offered through an after-school tutorial program serving students in Grades 3-5.

College Park Elementary does not succeed by itself. Each student strives to reach his or her potential through a nurturing, challenging, student-centered curriculum involving a commitment from our families, school staff, and community.

Gloria H. Parker, Principal  
Mary Dick, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	56	111	63
Percent satisfied with learning environment	98.1%	88.3%	88.7%
Percent satisfied with social and physical environment	98.2%	85.6%	87.1%
Percent satisfied with school-home relations	80.0%	89.2%	90.2%

\* 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 16 out of 21 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

Restructure

## 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	<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."</b>

## 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	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	372	99.7	21.2	38.5	36.1	4.2	54.2	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	190	99.5	28.2	40.6	27.6	3.5	44.1	40.8	41.7	N/A	N/A
Female	182	100	13.8	36.3	45	5	65	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	230	100	19.3	35.1	40.6	5	59.4	55.4	60	Yes	Yes
African American	102	99	28.6	42.9	27.5	1.1	40.7	36.5	31.7	Yes	Yes
Asian/Pacific Islander	13	100	0	46.2	30.8	23.1	76.9	73	70.4	I/S	I/S
Hispanic	27	100	20.8	45.8	33.3	0	50	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	60	100	68.6	25.5	5.9	0	9.8	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	30	100	15.4	46.2	30.8	7.7	57.7	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	207	99.5	30.8	33.5	33.5	2.2	46.7	38.5	34	Yes	Yes

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

All Students	371	100	29.4	45.2	15.8	9.7	36.1	44.2	45.8	No	Yes
<b>Gender</b>											
Male	189	100	31.8	43.5	14.7	10	35.9	44.4	45.6	N/A	N/A
Female	182	100	26.9	46.9	16.9	9.4	36.3	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	230	100	25.2	42.1	20.3	12.4	42.6	52.8	59	Yes	Yes
African American	101	100	41.8	50.5	6.6	1.1	17.6	28.2	26.9	No	Yes
Asian/Pacific Islander	13	100	0	46.2	15.4	38.5	76.9	70.4	71.3	I/S	I/S
Hispanic	27	100	33.3	50	12.5	4.2	29.2	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	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	60	100	74.5	21.6	3.9	0	11.8	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	30	100	26.9	53.8	7.7	11.5	34.6	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	206	100	39.6	43.4	11	6	25.8	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	245	100	32.6	40.4	18.8	8.3	27.1	35.1	35.7	96.6	96.4
<b>Gender</b>											
Male	129	100	33.1	38.1	20.3	8.5	28.8	36.3	37.4	96.7	96.3
Female	116	100	32	43	17	8	25	33.9	33.8	96.4	96.5
<b>Racial/Ethnic Group</b>											
White	159	100	22.5	46.5	21.1	9.9	31	44.8	49.2	96.2	96
African American	61	100	57.4	29.6	11.1	1.9	13	18.5	17	96.9	96.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	97.6	97.5
Hispanic	17	100	50	28.6	14.3	7.1	21.4	26.8	24.9	97.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	92.1	95.2
<b>Disability Status</b>											
Disabled	41	100	58.8	32.4	5.9	2.9	8.8	9.8	14	95.8	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	20	100	43.8	31.3	12.5	12.5	25	24.3	24.4	97.7	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	136	100	42	39.5	11.8	6.7	18.5	23.7	21.1	96.3	96.1
<b>Social Studies</b>											
All Students	247	100	24.9	48.4	18.6	8.1	26.7	34.6	34	96.6	96.4
<b>Gender</b>											
Male	129	100	22.2	51.3	13.7	12.8	26.5	36.3	36.6	96.7	96.3
Female	118	100	27.9	45.2	24	2.9	26.9	32.8	31.3	96.4	96.5
<b>Racial/Ethnic Group</b>											
White	156	100	19	51.8	19	10.2	29.2	40.9	44.5	96.2	96
African American	62	100	37.5	42.9	17.9	1.8	19.6	22.7	19.1	96.9	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97.6	97.5
Hispanic	19	100	44.4	38.9	11.1	5.6	16.7	31.3	27.5	97.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	92.1	95.2
<b>Disability Status</b>											
Disabled	40	100	47.1	47.1	5.9	0	5.9	11.8	14.4	95.8	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	20	100	33.3	55.6	11.1	0	11.1	29.6	27.3	97.7	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	132	100	33.3	46.7	15.8	4.2	20	25.5	21	96.3	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	129	99.2	19.7	36.8	37.6	6	43.6
	4	125	99.2	24.1	40.5	34.5	0.9	35.3
	5	142	99.3	23.1	47.7	28.5	0.8	29.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	123	99.2	6.4	31.2	54.1	8.3	62.4
	4	121	100	28.4	34.9	32.1	4.6	36.7
	5	128	100	28.6	49.1	22.3	0	22.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	129	100	20.3	56.8	16.1	6.8	22.9
	4	125	100	23.1	41	21.4	14.5	35.9
	5	142	100	22.9	40.5	19.8	16.8	36.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	122	100	22.9	56.9	15.6	4.6	20.2
	4	121	100	26.6	36.7	21.1	15.6	36.7
	5	128	100	38.4	42	10.7	8.9	19.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	64	100	33.9	49.2	13.6	3.4	16.9
	4	125	100	41	37.6	15.4	6	21.4
	5	69	100	35.5	30.6	16.1	17.7	33.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	20.8	52.8	22.6	3.8	26.4
	4	121	100	30.3	32.1	23.9	13.8	37.6
	5	63	100	48.2	44.6	5.4	1.8	7.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	65	100	13.6	64.4	18.6	3.4	22
	4	125	100	27.4	44.4	17.9	10.3	28.2
	5	73	98.6	30.9	30.9	23.5	14.7	38.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	28.6	53.6	16.1	1.8	17.9
	4	121	100	18.3	53.2	21.1	7.3	28.4
	5	65	100	33.9	33.9	16.1	16.1	32.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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