



COLLETON MIDDLE

603 Colleton Loop
Walterboro, South Carolina

Grades	6-8 Middle School	
Enrollment	395 Students	
Principal	Dr. Ken Jenkkn	843-549-2690
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	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

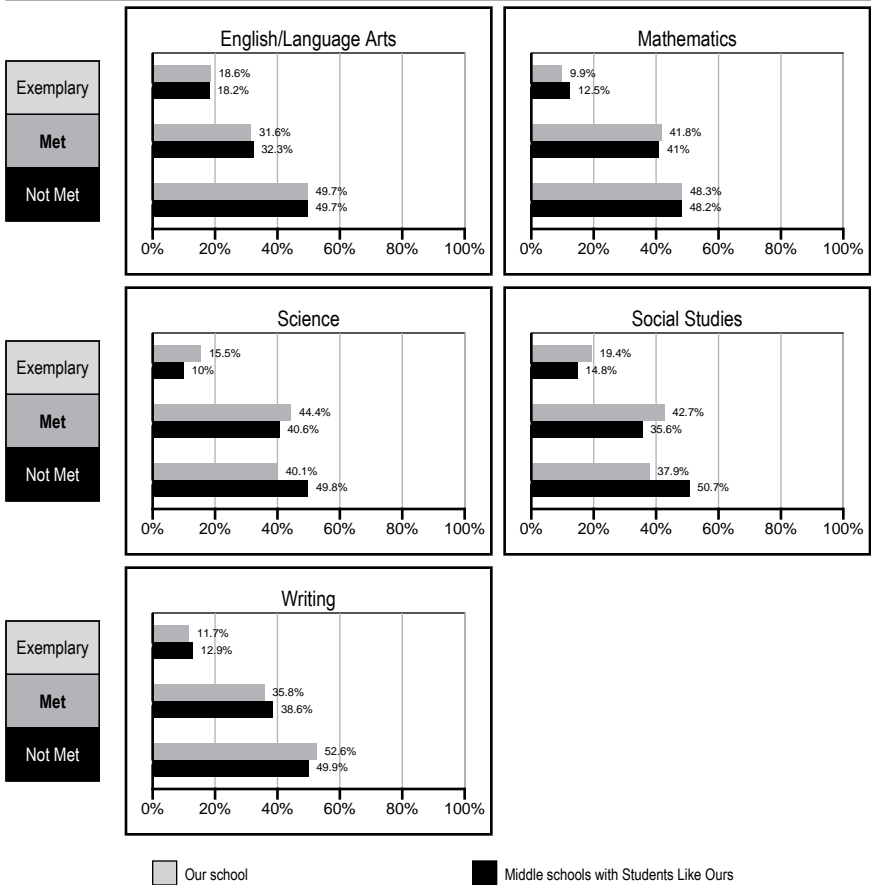
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	31	22

* 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	100.0%	90.2%
English 1	100.0%	88.2%
Biology 1/Applied Biology 2	0.0%	46.0%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	93.3%	89.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=395)				
Students enrolled in high school credit courses (grades 7 & 8)	3.0%	Down from 31.7%	14.1%	24.5%
Retention rate	0.3%	Down from 1.0%	1.0%	0.7%
Attendance rate	97.3%	Up from 96.6%	95.4%	95.9%
Served by gifted and talented program	7.1%	Down from 11.2%	7.2%	17.8%
With disabilities other than speech	11.2%	Down from 16.2%	10.9%	9.2%
Older than usual for grade	7.3%	Down from 10.3%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	2.8%	Up from 0.7%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	48.3%	Up from 43.8%	58.3%	60.0%
Continuing contract teachers	69.0%	Down from 78.1%	69.0%	82.6%
Teachers returning from previous year	78.7%	Down from 84.4%	80.9%	85.6%
Teacher attendance rate	92.9%	Down from 94.5%	95.3%	95.3%
Average teacher salary*	\$43,522	Up 1.2%	\$44,264	\$46,300
Professional development days/teacher	12.0 days	Up from 6.6 days	10.6 days	9.9 days
School				
Principal's years at school	3.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 20.7 to 1	19.1 to 1	21.5 to 1
Prime instructional time	86.2%	Down from 89.8%	89.4%	90.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	78.1%	Up from 72.9%	97.4%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,719	Down 16.0%	\$9,685	\$7,634
Percent of expenditures for instruction**	63.2%	Up from 60.2%	61.6%	64.0%
Percent of expenditures for teacher salaries**	61.2%	Up from 57.5%	56.3%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Colleton Middle School

Colleton Middle School concentrated its efforts on success for all students during the 2010-2011 school year. Using MAP results to direct and guide effective changes to instruction, our students did exceptionally well by meeting target growths set by the school in both mathematics and English language arts. Colleton Middle School engaged and challenged our young adolescents through vigorous endeavors, and implementation of concerted academic programs, some of which are as follows: Mastery Teaching through SMART goals, Explicit Direct Instruction (EDI), After School Growth and Achievement Program (GAP), Standards-based Curriculum, Common Assessments in four core areas, Balanced Literacy Reading Program, Mathematics Enrichment Through Tutoring and Technology, Positive Behavior Intervention System (PBIS), Skills Tutor and Orchard Technology, and Read 180 and System 44 Reading Programs.

During the 2010-2011 school year, Colleton Middle School continued to work relentlessly in providing our students with the best core curriculum available. Our teachers are constantly engaging in professional development opportunities in order to provide the most recent research-based and current academic practices to enhance and foster student growth.

This school year has completed our first year for students in school uniforms. The student dress code, along with the implementation of our PBIS program, has assisted Colleton Middle School in transitioning its program into one with an improved school climate and a remarkable improvement in student behavior. Our PBIS program further assisted us in implementing a comprehensive teacher and student incentive program.

Our goal at Colleton Middle School is to continue our rigorous academic curriculum, to provide diverse learning experiences and adequate extra-curricular activities for our students, to increase the use of technology to enhance instruction and parental involvement, but more importantly, to assist our students in becoming confident, competent, and productive citizens. To this end, we encourage members of the community to join our committed team at Colleton Middle School. With the support and involvement of the community, parents, business partners, and everyone, our school will most certainly rise to the top and meet the goals we have established for ourselves. With the continued support and partnership we share with all of our stakeholders, we look forward to another exciting and rewarding year in continuing to build the very best middle school ever.

Dr. Kenneth Jenkins, Principal
Janice Wright, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	99	54
Percent satisfied with learning environment	91.7%	69.7%	84.9%
Percent satisfied with social and physical environment	83.3%	72.7%	69.8%
Percent satisfied with school-home relations	81.8%	85.9%	75.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	97.3%	94.0%**	Yes

* Or greater than last year

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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	390	99	48.1	32.5	19.4	64.2	77	82.4	No	Yes
Gender										
Male	212	98.6	52.8	27.2	20	61	72.6	78.7	N/A	N/A
Female	178	99.4	42.4	38.8	18.8	67.9	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	155	98.1	34.3	32.9	32.9	76.2	83.9	88.9	Yes	Yes
African American	223	100	59.4	30.9	9.7	54.6	70.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	83	96.4	81.9	11.1	6.9	27.8	37.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	319	99.4	50.7	32.7	16.7	62	73.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	390	99	47.5	42.5	10	70.3	76	81.9	Yes	Yes
Gender										
Male	212	98.6	47.2	41.5	11.3	69.2	74.4	79.9	N/A	N/A
Female	178	99.4	47.9	43.6	8.5	71.5	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	155	98.1	32.9	47.6	19.6	79.7	83.8	88.9	Yes	Yes
African American	223	100	59.4	36.7	3.9	62.8	68.2	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	83	96.4	76.4	18.1	5.6	40.3	39.3	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	319	99.4	48.7	42	9.3	69.7	72.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	255	98	38.6	45.5	15.9	61.4	67.1	68.6
Gender								
Male	133	97.7	39.3	41	19.7	60.7	67	68.3
Female	122	98.4	37.8	50.5	11.7	62.2	67.2	68.9
Racial/Ethnic Group								
White	100	98	22	49.5	28.6	78	79.7	80.7
African American	148	98	50.7	41.2	8.1	49.3	55.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	50	96	63.6	27.3	9.1	36.4	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	61.9	60.7
Socio-Economic Status								
Subsidized meals	212	98.6	41.1	44.7	14.2	58.9	62.6	57.3
Social Studies								
All Students	252	97.6	36.1	44.3	19.6	63.9	71.8	72.5
Gender								
Male	140	97.1	28.3	45.7	26	71.7	73.1	72
Female	112	98.2	45.6	42.7	11.7	54.4	70.5	73.1
Racial/Ethnic Group								
White	104	97.1	28.7	35.1	36.2	71.3	78.3	81
African American	138	98.6	43	50	7	57	65.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	90.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	57	94.7	63.8	27.7	8.5	36.2	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	200	98	40.6	43.9	15.5	59.4	67.2	62.9

Abbreviations for Missing Data

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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
Writing										
All Students	150	95.3	51.5	36.6	11.9	48.5	59.2	73.2	97.3	95.5
Gender										
Male	79	96.2	57.7	32.4	9.9	42.3	51.2	67.2	97.1	95.3
Female	71	94.4	44.4	41.3	14.3	55.6	67.4	79.4	97.6	95.6
Racial/Ethnic Group										
White	59	94.9	41.5	37.7	20.8	58.5	68.8	81.5	97.5	94.7
African American	88	95.5	59	34.6	6.4	41	50.7	61.3	97.2	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.5	66.7	99.9	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	72.2	97.7	94
Disability Status										
Disabled	24	79.2	N/AV	N/AV	N/AV	N/AV	14.6	26	96	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	99.9	96.4
Socio-Economic Status										
Subsidized meals	119	97.5	53.6	34.8	11.6	46.4	54.5	63.2	97.4	95.3

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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							
2010	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	123	99.2	49.2	34.2	16.7	50.8
	7	152	99.3	42.3	36.6	21.1	57.7
	8	118	98.3	62.4	27.5	10.1	37.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	99.2	49.1	33.3	17.5	50.9
	7	117	99.2	45.4	32.4	22.2	54.6
	8	152	98.7	49.3	31.9	18.8	50.7
Mathematics							
2010	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	123	99.2	48.3	38.3	13.3	51.7
	7	152	100	44.8	44.1	11.2	55.2
	8	118	98.3	67	26.6	6.4	33
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	99.2	42.1	50.9	7	57.9
	7	117	99.2	43.5	41.7	14.8	56.5
	8	152	98.7	55.1	36.2	8.7	44.9
Science							
2010	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	62	100	61.3	35.5	3.2	38.7
	7	150	100	27.7	47.5	24.8	72.3
	8	58	100	52.7	32.7	14.5	47.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	98.4	47.4	43.9	8.8	52.6
	7	117	99.2	32.4	51.9	15.7	67.6
	8	76	96.1	41.2	36.8	22.1	58.8

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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							
2010	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	61	100	39	45.8	15.3	61
	7	150	100	50.4	35.5	14.2	49.6
	8	58	100	50	35.2	14.8	50
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	98.3	42.1	47.4	10.5	57.9
	7	116	99.1	37.4	42.1	20.6	62.6
	8	76	94.7	28.8	45.5	25.8	71.2
Writing							
2010	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	128	95.3	48.7	40.3	10.9	51.3
	7	156	94.9	55	36.4	8.6	45
	8	122	97.5	45.4	39.8	14.8	54.6
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	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	150	95.3	51.5	36.6	11.9	48.5

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