



## Chapin Middle

1130 Old Lexington  
Chapin, SC 29036

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	976 Students	
<b>Principal</b>	Jane T. Crawford	803-345-1466
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

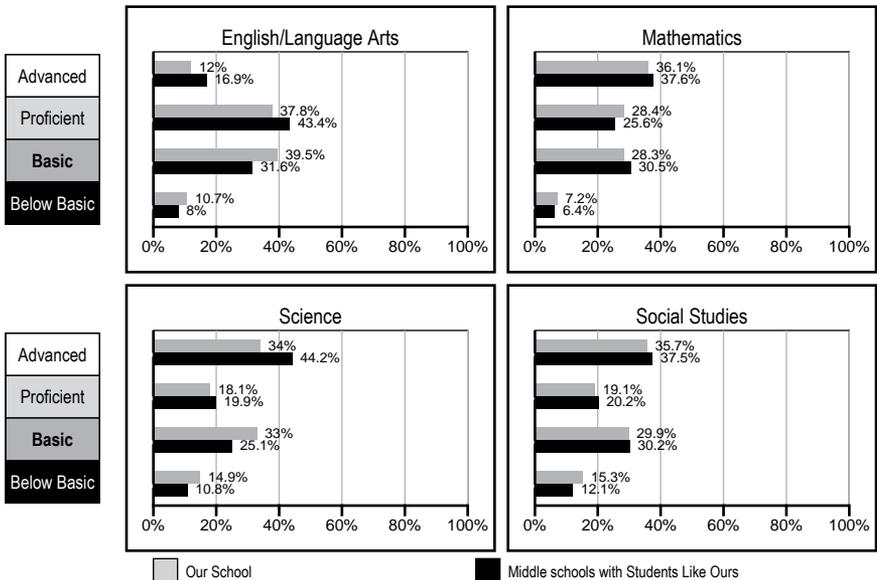
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

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

Excellent	Good	Average	Below Average	At-Risk
2	5	0	0	0

\* 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	100.0	100.0
English 1	100.0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=976)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	66.7%	Down from 67.5%	43.3%	19.4%
Retention rate	0.2%	No Change	0.3%	1.8%
Attendance rate	96.3%	Down from 97.2%	97.0%	95.8%
Eligible for gifted and talented	43.5%	Up from 34.5%	41.4%	15.3%
With disabilities other than speech	9.3%	Down from 10.3%	6.5%	12.9%
Older than usual for grade	0.4%	Down from 0.7%	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.2%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	59.7%	Down from 63.8%	57.9%	55.0%
Continuing contract teachers	82.3%	Down from 93.1%	78.1%	70.6%
Teachers with emergency or provisional certificates	1.9%	Down from 3.6%	0.9%	5.4%
Teachers returning from previous year	84.2%	Down from 84.9%	84.5%	83.4%
Teacher attendance rate	93.6%	Down from 93.9%	94.8%	94.9%
Average teacher salary	\$49,493	Down 1.0%	\$47,413	\$44,706
Professional development days/teacher	11.6 days	Up from 11.4 days	11.2 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.2 to 1	21.7 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 90.2%	90.5%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$7,520	Up 3.5%	\$6,884	\$7,097
Percent of expenditures for instruction*	61.9%	Up from 61.3%	64.2%	64.4%
Percent of expenditures for teacher salaries*	59.8%	Up from 58.9%	59.9%	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

What a wonderful school year! Chapin Middle School (CMS) students have risen to great heights with the incredible accomplishments that they have achieved in this 2007–2008 school year. Our students continue to top the district with their PACT and MAP test scores. They placed in the top two schools in the region in all three grade levels in the Math League Press Competition. Our seventh-grade students ranked third in the nation. Our students did well in the Math Counts competition. CMS had a group Science Fair winner, 65 Junior Scholars, 15 Duke TIP Scholars and, to top that off, superior ratings for band, chorus, and orchestra.

In addition to amazing us in the area of academics, our students continue to amaze us with their character. Each year, this year being no exception, they raise money for people in need. Whether collecting money for Home for the Holidays, the Salvation Army, Jump Rope for Heart, or Books for Beta, our students worked for charities with spirit and enthusiasm. Such acts of character are a great source of pride for all of us at CMS.

Educating Children requires a strong team of supportive adults. The Chapin Middle School faculty and staff are phenomenal. With Kay Sloan as the Teacher of the Year for CMS, we are able to grow as she models love and integrity in her relationships with students and peers. Mary Barton, a member of our support staff, represents us well as the Support Employee of the Year. The CMS Volunteer of the Year was Rich Howell. Dr. Susan Thomas served as the CMS Mentor of the Year and District Five Middle School Mentor of the Year. She has gone above and beyond for individual students. Her work will also transcend the walls of CMS. Finally, the CMS and District Five Middle School Business Partner of the Year was Chapin Veterinarian Services. All of these winners and our wonderful SIC and PTO groups are representative of a supportive and helpful community. Our students, our staff and parents, and our Chapin community stand behind our school, and we are sincerely thankful for this support.

Our motto this year is “Capture, Motivate, Succeed.” We continue to set this as our goal for everyone at Chapin Middle School. We intend to take the extra steps it takes to see that each child at CMS is engaged and successful. Therefore, as we count our successes, let us count them one child at a time.

Jane T. Crawford, Principal  
Katherine Bullock, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	290	114
Percent satisfied with learning environment	96.7%	69.4%	90.1%
Percent satisfied with social and physical environment	96.7%	75.4%	79.3%
Percent satisfied with school-home relations	96.7%	80.1%	81.8%

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

Abbreviations for Missing Data

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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

## 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	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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

All Students	986	99.8	10.4	39.6	37.9	12.1	63.8	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	531	100	13.4	42.2	37.4	6.9	58	55.3	41.7	N/A	N/A
Female	455	99.6	6.7	36.5	38.6	18.2	70.9	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	909	99.8	9.2	39.6	38.4	12.8	65.2	71.8	60	Yes	Yes
African American	44	100	31	45.2	21.4	2.4	33.3	41.1	31.7	No	Yes
Asian/Pacific Islander	16	100	0	50	50	0	75	75.4	70.4	I/S	I/S
Hispanic	15	100	38.5	7.7	46.2	7.7	53.8	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	47	I/S	I/S						
<b>Disability Status</b>											
Disabled	96	100	52.6	41.1	6.3	0	8.4	26.6	16	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	55.6	11.1	22.2	11.1	33.3	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	99.1	27.2	47.6	19.4	5.8	37.9	38.6	34	No	Yes

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

All Students	986	99.8	8.1	31.7	29.2	31	70.2	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	531	100	7.9	28.8	29.4	34	72.9	64.6	45.6	N/A	N/A
Female	455	99.6	8.3	35.1	29.1	27.5	67	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	909	99.8	7	30.9	29.8	32.3	72.7	74.8	59	Yes	Yes
African American	44	100	26.2	47.6	21.4	4.8	26.2	39	26.9	No	Yes
Asian/Pacific Islander	16	100	0	50	25	25	56.3	79.7	71.3	I/S	I/S
Hispanic	15	100	30.8	7.7	23.1	38.5	61.5	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
<b>Disability Status</b>											
Disabled	96	100	35.8	47.4	10.5	6.3	26.3	32.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	44.4	11.1	33.3	11.1	44.4	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	99.1	17.5	50.5	18.4	13.6	42.7	39.2	31.4	Yes	Yes

\* 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 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	655	100	14.9	33	18.1	34	52	51	35.7	96.3	96.7
<b>Gender</b>											
Male	330	100	16	26.9	17.6	39.5	57.1	53.6	37.4	96.5	96.6
Female	325	100	13.8	39.4	18.6	28.2	46.8	48.4	33.8	96.1	96.8
<b>Racial/Ethnic Group</b>											
White	609	100	13	33.7	18.2	35.2	53.4	61.5	49.2	96.3	96.7
African American	29	100	51.9	25.9	18.5	3.7	22.2	26.2	17	95.8	96.5
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97.6	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	97.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
<b>Disability Status</b>											
Disabled	60	100	47.5	35.6	8.5	8.5	16.9	28.6	14	95.7	95.9
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	98.2	98.8
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	97.9	96.8
<b>Socio-Economic Status</b>											
Subsided meals	69	100	28.6	41.3	17.5	12.7	30.2	26.9	21.1	95.2	95.7
<b>Social Studies</b>											
All Students	651	100	15.3	29.9	19.1	35.7	54.8	51.9	34	96.3	96.7
<b>Gender</b>											
Male	370	100	14.2	27.4	16.2	42.2	58.4	55.7	36.6	96.5	96.6
Female	281	100	16.8	33.2	23.1	26.9	50	47.9	31.3	96.1	96.8
<b>Racial/Ethnic Group</b>											
White	597	100	14.4	29.3	19.4	36.9	56.3	60.1	44.5	96.3	96.7
African American	29	100	32.1	42.9	10.7	14.3	25	31.5	19.1	95.8	96.5
Asian/Pacific Islander	11	100	9.1	45.5	18.2	27.3	45.5	70.2	58.9	97.6	97.3
Hispanic	12	100	27.3	9.1	27.3	36.4	63.6	51.7	27.5	97.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
<b>Disability Status</b>											
Disabled	72	100	40.3	38.9	9.7	11.1	20.8	30.5	14.4	95.7	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	98.2	98.8
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	97.9	96.8
<b>Socio-Economic Status</b>											
Subsided meals	77	100	30.1	39.7	12.3	17.8	30.1	28.8	21	95.2	95.7

\* 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	297	99.7	13.6	30.4	37.4	18.5	55.9
	7	299	99	12.9	37.4	39.9	9.8	49.7
	8	295	100	12.4	45.2	29.7	12.8	42.4
<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	349	99.7	9.3	33.9	40.5	16.2	56.8
	7	323	99.7	13	42.2	37.5	7.3	44.8
	8	314	100	8.8	43.1	35.6	12.4	48
<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	296	100	9.1	24.1	32.5	34.3	66.8
	7	298	99.3	8	28.3	26.2	37.4	63.6
	8	295	100	10.3	42.4	25.5	21.7	47.2
<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	349	99.7	8.7	24.3	28.2	38.7	67
	7	323	99.7	7.9	28.9	27.6	35.6	63.2
	8	314	100	7.5	42.5	32	18	50
<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	148	100	16.8	28.7	22.4	32.2	54.5
	7	298	99.3	11.9	35	24.8	28.3	53.1
	8	148	100	17.8	35.6	21.9	24.7	46.6
<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	174	100	18.1	27.7	13.3	41	54.2
	7	322	100	14.3	37.1	17.5	31.1	48.6
	8	159	100	12.9	30.3	24.5	32.3	56.8
<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	148	100	6.3	22.4	26.6	44.8	71.3
	7	298	99.3	16.8	30.1	19.2	33.9	53.1
	8	147	100	14.6	47.9	22.2	15.3	37.5
<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	174	100	3	18	22.2	56.9	79
	7	322	100	23.5	28.3	13.7	34.6	48.3
	8	155	100	11.9	46.4	27.2	14.6	41.7

Abbreviations for Missing Data

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