



## Chapin Middle

1130 Old Lexington  
Chapin, SC 29036

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	973 Students	
<b>Principal</b>	Jane T. Crawford	803-345-1466
<b>Superintendent</b>	Dr. Herbert M. Berg	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Below Average
2005	Excellent	Good

## 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 GOAL

By 2010, SC'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.

## 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.

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

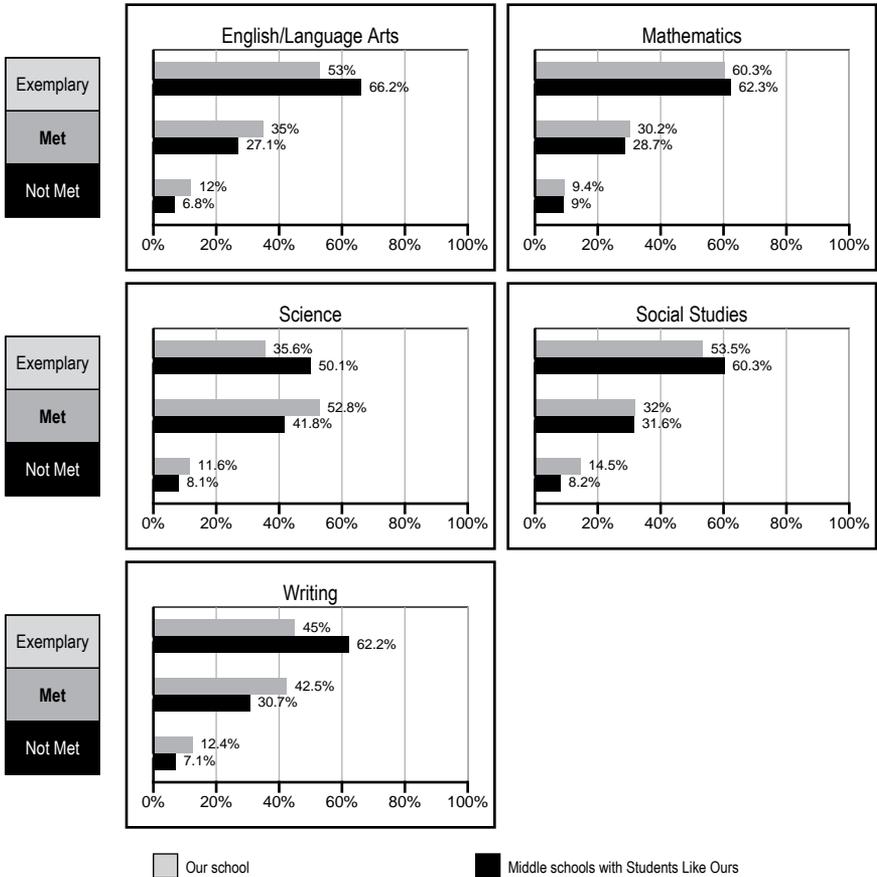
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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	99.3%	99.4%
English 1	N/A	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.3%	99.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=973)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	77.5%	Up from 66.7%	50.0%	21.6%
Retention rate	0.1%	Down from 0.2%	0.2%	1.2%
Attendance rate	96.6%	Up from 96.3%	97.1%	95.9%
Eligible for gifted and talented	41.1%	Down from 43.5%	41.0%	14.8%
With disabilities other than speech	9.2%	Down from 9.3%	5.3%	12.6%
Older than usual for grade	0.1%	Down from 0.4%	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=72)</b>				
Teachers with advanced degrees	62.5%	Up from 59.7%	62.5%	56.9%
Continuing contract teachers	79.2%	Down from 82.3%	80.8%	72.7%
Teachers with emergency or provisional certificates	3.2%	Up from 1.9%	3.1%	5.3%
Teachers returning from previous year	86.9%	Up from 84.2%	85.3%	82.9%
Teacher attendance rate	95.4%	Up from 93.6%	95.5%	95.2%
Average teacher salary*	\$50,136	Up 1.3%	\$50,262	\$46,599
Professional development days/teacher	11.4 days	Down from 11.6 days	8.8 days	10.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.3	3.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 22.5 to 1	20.0 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 88.8%	91.4%	89.9%
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%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,141	Down 5.3%	\$7,185	\$7,645
Percent of expenditures for instruction**	62.9%	Up from 61.9%	66.2%	63.4%
Percent of expenditures for teacher salaries**	60.9%	Up from 59.8%	58.5%	57.0%

\* 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

What a wonderful school year! Chapin Middle School (CMS) students have soared to great heights with the incredible accomplishments they have achieved in this 2008–2009 school year. Our students continue to top the district with their standardized test scores. In the Math League Press Competition, our seventh and eighth grade students placed in the top three schools in the region and ranked fourth in the nation. Our Math Counts team took fifth place in the state competition. CMS had sixty-seven Junior Scholars, twenty-one Duke TIP Scholars, including one National Scholar, and to top that off, superior ratings for the band, chorus, and orchestra.

In addition to impressing us in the area of academics, our students continue to amaze us with their character. One of our students received the prestigious John W. Harris Leadership Award at the Junior Beta Club conference. Each year the CMS Eagles raise money for people in need. Whether collecting money for Home for the Holidays, Relay for Life, Jump Rope for Heart, Honor Flight of South Carolina, 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 Damon Bryson. Mr. Bryson also served as District Five Middle School Volunteer of the Year. He has gone above and beyond in his work with the CMS LEGO League. The Volunteer Group of the Year was Dutch Fork Animal Hospital. Finally, the CMS Business Partner of the Year was Domino's Pizza. Domino's provided pizza at our Community Book Club meetings throughout the year. 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 "We are CMS." As we continue to work towards focusing on each child and sustaining our reputation of excellence at Chapin Middle School, we intend to take the extra steps it takes to see that each child at CMS is engaged and successful. 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	72	302	110
Percent satisfied with learning environment	98.6%	78.1%	85.2%
Percent satisfied with social and physical environment	97.2%	86.6%	92.7%
Percent satisfied with school-home relations	98.6%	88.0%	83.0%

\* 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

YES

This school met 21 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

<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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	988	99.8	12	35	53	93.1	90.7	82.8	Yes	Yes
<b>Gender</b>										
Male	518	99.8	12.9	34.1	53.1	91.7	87.9	79.3	N/A	N/A
Female	470	99.8	10.9	36.1	53	94.7	93.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	909	99.9	10.6	35.1	54.3	93.7	94.6	89.5	Yes	Yes
African American	51	98	40	40	20	82.2	81.9	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	16	100	12.5	31.3	56.3	87.5	87	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	102	99	49.5	37.1	13.4	60.8	64.3	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	132	98.5	27.6	39.8	32.5	85.4	80.4	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	988	99.8	10.7	34	55.3	93.6	89.7	78.9	Yes	Yes
<b>Gender</b>										
Male	518	99.8	10.7	29.9	59.4	93.7	88.6	77	N/A	N/A
Female	470	99.8	10.7	38.5	50.8	93.4	90.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	909	99.9	10	33.5	56.5	94.2	94.5	87.2	Yes	Yes
African American	51	98	28.9	44.4	26.7	77.8	78.3	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	16	100	6.3	37.5	56.3	100	85.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	102	99	45.4	35.1	19.6	66	64.7	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	132	98.5	21.1	48	30.9	87	78	70.2	Yes	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	673	100	11.6	52.8	35.6	88.4	81.3	67.5
<b>Gender</b>								
Male	359	100	11.4	49.3	39.3	88.6	80.5	67
Female	314	100	11.8	56.9	31.3	88.2	82	68
<b>Racial/Ethnic Group</b>								
White	619	100	10.2	53.3	36.5	89.8	89.2	79.5
African American	33	100	42.9	39.3	17.9	57.1	61.9	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	11	100	18.2	45.5	36.4	81.8	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	65	100	44.4	47.6	7.9	55.6	54	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	85	100	20.5	62.8	16.7	79.5	64	55.1
<b>Social Studies</b>								
All Students	671	100	14.5	32	53.5	85.5	86	72.3
<b>Gender</b>								
Male	354	100	14.8	26.1	59.1	85.2	84.9	71.5
Female	317	100	14.2	38.5	47.2	85.8	87.2	73.2
<b>Racial/Ethnic Group</b>								
White	617	100	14.1	31	54.9	85.9	90.6	80.7
African American	36	100	24.2	54.5	21.2	75.8	75.4	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	70	100	47.8	28.4	23.9	52.2	62.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	99	100	28.4	38.9	32.6	71.6	72.2	62.1

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	982	99.7	12.3	42.6	45.1	87.7	80.4	70.2	96.6	96.7
<b>Gender</b>										
Male	513	99.6	14.7	45.5	39.8	85.3	74.8	63.2	96.7	96.6
Female	469	99.8	9.6	39.4	51	90.4	86	77.5	96.5	96.7
<b>Racial/Ethnic Group</b>										
White	906	99.7	11.2	42.6	46.1	88.8	87	79.1	96.5	96.6
African American	48	100	35.6	48.9	15.6	64.4	64.9	57.6	97.3	96.8
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.7	86.2	97.8	97.2
Hispanic	16	100	12.5	37.5	50	87.5	69.4	62.6	97.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	68.7	N/A	94
<b>Disability Status</b>										
Disabled	99	100	56.8	31.6	11.6	43.2	39.2	26.1	96	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.7	61.2	98.6	96.6
<b>Socio-Economic Status</b>										
Subsided meals	116	100	25.4	55.3	19.3	74.6	61.1	58.9	95.5	95.9

Abbreviations for Missing Data

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## 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>2009</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	303	99.3	8.1	33.6	58.3	91.9
	7	358	100	14.4	36.3	49.3	85.6
	8	327	100	12.8	35	52.2	87.2
<b>Mathematics</b>							
<b>2009</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	303	99.3	10.8	41.7	47.5	89.2
	7	358	100	8.1	32.6	59.4	91.9
	8	327	100	13.4	28.4	58.1	86.6
<b>Science</b>							
<b>2009</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	152	100	11.4	64.4	24.2	88.6
	7	358	100	10.7	51.9	37.5	89.3
	8	163	100	13.8	44	42.1	86.2
<b>Social Studies</b>							
<b>2009</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	149	100	5.5	39.7	54.8	94.5
	7	358	100	19	29.7	51.3	81
	8	164	100	13	29.8	57.1	87
<b>Writing</b>							
<b>2009</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	303	99.7	9.5	35.9	54.6	90.5
	7	353	99.7	14.5	44.2	41.3	85.5
	8	326	99.7	12.5	47	40.5	87.5

Abbreviations for Missing Data

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