

CHAPIN MIDDLE

1130 Old Lexington
Chapin, SC 29036

Grades	6-8 Middle School	
Enrollment	993 Students	
Principal	Dr. Michael E. Lofton	803-345-1466
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

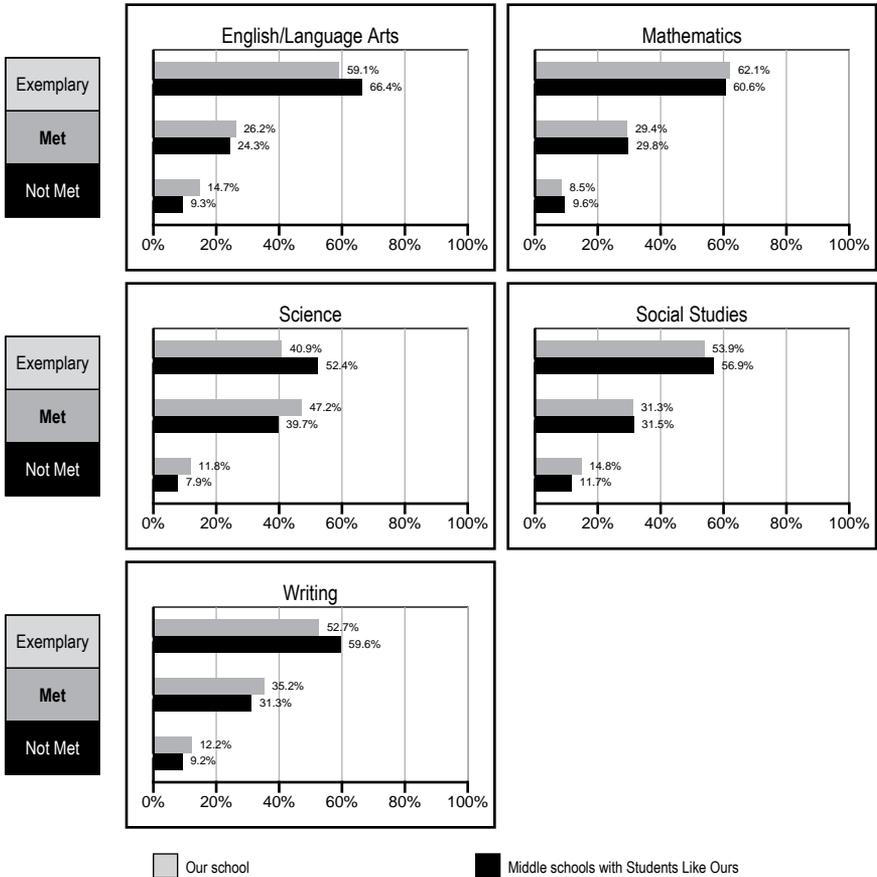
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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%	99.4%
English 1	N/A	99.8%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=993)				
Students enrolled in high school credit courses (grades 7 & 8)	66.3%	Down from 77.5%	39.4%	24.2%
Retention rate	0.1%	No Change	0.1%	0.7%
Attendance rate	96.6%	No Change	96.7%	95.9%
Eligible for gifted and talented	49.3%	Up from 41.1%	39.8%	16.4%
With disabilities other than speech	8.9%	Down from 9.2%	5.5%	12.0%
Older than usual for grade	0.2%	Up from 0.1%	0.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	72.5%	Up from 62.5%	59.0%	58.5%
Continuing contract teachers	89.9%	Up from 79.2%	84.1%	80.0%
Teachers with emergency or provisional certificates	3.2%	No Change	2.1%	4.0%
Teachers returning from previous year	88.5%	Up from 86.9%	90.5%	84.6%
Teacher attendance rate	94.0%	Down from 95.4%	94.1%	95.4%
Average teacher salary*	\$51,214	Up 2.2%	\$49,198	\$46,561
Professional development days/teacher	11.0 days	Down from 11.4 days	8.3 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.2 to 1	22.1 to 1	21.1 to 1
Prime instructional time	89.8%	Down from 91.0%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	99.6%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$8,125	Up 13.8%	\$6,925	\$7,802
Percent of expenditures for instruction**	62.8%	Down from 62.9%	66.4%	63.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 60.9%	65.2%	60.0%

* 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

Chapin Middle School (CMS) students have soared to great heights with the incredible accomplishments they have achieved in 2009-2010 school year. Our students continue to top the district with their standardized test scores. In the Math League Press Competition, our students placed first in the region and had the first place winner in the state in all three grades. Our Math Counts team took third place in the state competition. CMS had 72 Junior Scholars, 19 Duke TIP Scholars, 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. 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, Heart for Haiti, Save Our Seabirds or collecting items for the neighboring HUB, 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 Deannie DuRant as the Teacher of the Year for CMS, we are able to watch students experience success despite the odds of their environment or personal situations. Tina Carwell, a member of our support staff, works hard to support our teachers and deserves her honor as Support Employee of the Year. The CMS Volunteer of the Year was Rhonda Holloman. Mr. Ron Saxton represented CMS and also served as District Five Middle School Mentor of the Year. He has gone above and beyond in his work here at CMS. Finally, the CMS Business Partner of the Year was Crooked Creek Park. 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 was "Reach for the Stars." 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 star (one child) at a time.

Jane T. Crawford, Principal
Lisa Corning, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	332	189
Percent satisfied with learning environment	98.4%	78.0%	93.0%
Percent satisfied with social and physical environment	100.0%	79.2%	91.0%
Percent satisfied with school-home relations	100.0%	82.7%	88.8%

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

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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

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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	992	99.9	14.6	26.2	59.2	92.1	90.5	83.5	Yes	Yes
Gender										
Male	506	100	17.2	29.3	53.5	89.3	87.7	80.1	N/A	N/A
Female	486	99.8	11.8	23	65.1	95.1	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	911	99.9	13.4	25.6	60.9	92.9	94.8	89.6	Yes	Yes
African American	50	100	37	39.1	23.9	73.9	80.7	74.6	Yes	Yes
Asian/Pacific Islander	12	100	9.1	27.3	63.6	100	94.2	92.7	I/S	I/S
Hispanic	17	100	11.8	23.5	64.7	100	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	97	100	54.7	27.4	17.9	67.4	66.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	21.8	42.7	35.5	87.9	81.4	76.9	Yes	Yes

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

All Students	991	100	9.5	32.3	58.2	94.3	90.4	80.4	Yes	Yes
Gender										
Male	506	100	10.3	31.1	58.6	93.9	88.9	78.4	N/A	N/A
Female	485	100	8.7	33.6	57.7	94.7	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	910	100	8.6	31.9	59.5	95.2	94.8	87.8	Yes	Yes
African American	50	100	28.3	45.7	26.1	76.1	80.1	69.3	Yes	Yes
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	93.7	93.5	I/S	I/S
Hispanic	17	100	5.9	17.6	76.5	94.1	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	97	100	41.1	42.1	16.8	70.5	65	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	19.4	44.4	36.3	86.3	79.4	72.8	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	646	100	12	47.2	40.9	88	81.1	67.3
Gender								
Male	337	100	12.3	43.4	44.3	87.7	80.2	66.9
Female	309	100	11.6	51.3	37.1	88.4	82	67.7
Racial/Ethnic Group								
White	595	100	10.6	47.3	42.2	89.4	88.8	79.6
African American	31	100	37.9	55.2	6.9	62.1	63.8	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	11	100	9.1	27.3	63.6	90.9	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	65	100	42.9	47.6	9.5	57.1	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	82	100	25	50	25	75	63.8	55.4
Social Studies								
All Students	650	100	14.8	31.3	53.9	85.2	84.4	70.9
Gender								
Male	327	100	15.3	28.3	56.4	84.7	83.4	70.1
Female	323	100	14.3	34.3	51.4	85.7	85.4	71.7
Racial/Ethnic Group								
White	599	100	13.4	31.8	54.8	86.6	89.2	79.2
African American	32	100	40	36.7	23.3	60	73.2	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	11	100	N/A	N/A	N/A	81.8	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	63	100	43.5	33.9	22.6	56.5	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	93	100	26.4	39.1	34.5	73.6	71.7	60.8

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	990	99.8	12	35.3	52.7	88	81	72.1	96.6	98.8
Gender										
Male	504	99.6	17.6	40.5	41.9	82.4	75.2	65.2	96.5	98.7
Female	486	100	6.1	29.9	64	93.9	86.9	79.2	96.7	98.8
Racial/Ethnic Group										
White	909	99.8	11.1	35.2	53.7	88.9	87.5	80.8	96.6	98.8
African American	50	100	28.3	39.1	32.6	71.7	66	59.7	97	98.7
Asian/Pacific Islander	12	100	9.1	27.3	63.6	90.9	88.8	87	97.2	99.3
Hispanic	17	100	11.8	35.3	52.9	88.2	74.5	64.6	97.2	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99
Disability Status										
Disabled	93	98.9	54.3	33.7	12	45.7	39.4	27.7	96	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.6	63.7	96.3	99.2
Socio-Economic Status										
Subsidized meals	130	100	20.7	43	36.4	79.3	64.4	61.9	95.3	98.5

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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							
2009	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
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	325	100	7.5	26.4	66	92.5
	7	306	99.7	17.3	26.6	56.1	82.7
	8	361	100	18.6	25.8	55.6	81.4
Mathematics							
2009	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
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	325	100	8.2	32.1	59.7	91.8
	7	305	100	9.3	30.2	60.5	90.7
	8	361	100	10.9	34.4	54.7	89.1
Science							
2009	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
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	162	100	10.6	60	29.4	89.4
	7	305	100	12.6	48.2	39.2	87.4
	8	179	100	12.1	33.5	54.3	87.9

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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							
2009	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
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	163	100	3.8	36.1	60.1	96.2
	7	305	100	17.9	28.2	53.8	82.1
	8	182	100	19.2	32.2	48.6	80.8
Writing							
2009	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
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	323	100	10.7	29.7	59.6	89.3
	7	307	99.7	12.9	39.3	47.9	87.1
	8	360	99.7	12.3	37	50.7	87.7

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