



Ralph Chandler Middle

4231 Fork Shoals Road
Simpsonville, SC 29680

Grades	6-8 Middle School	
Enrollment	553 Students	
Principal	Rita Mantoath	864-452-0300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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

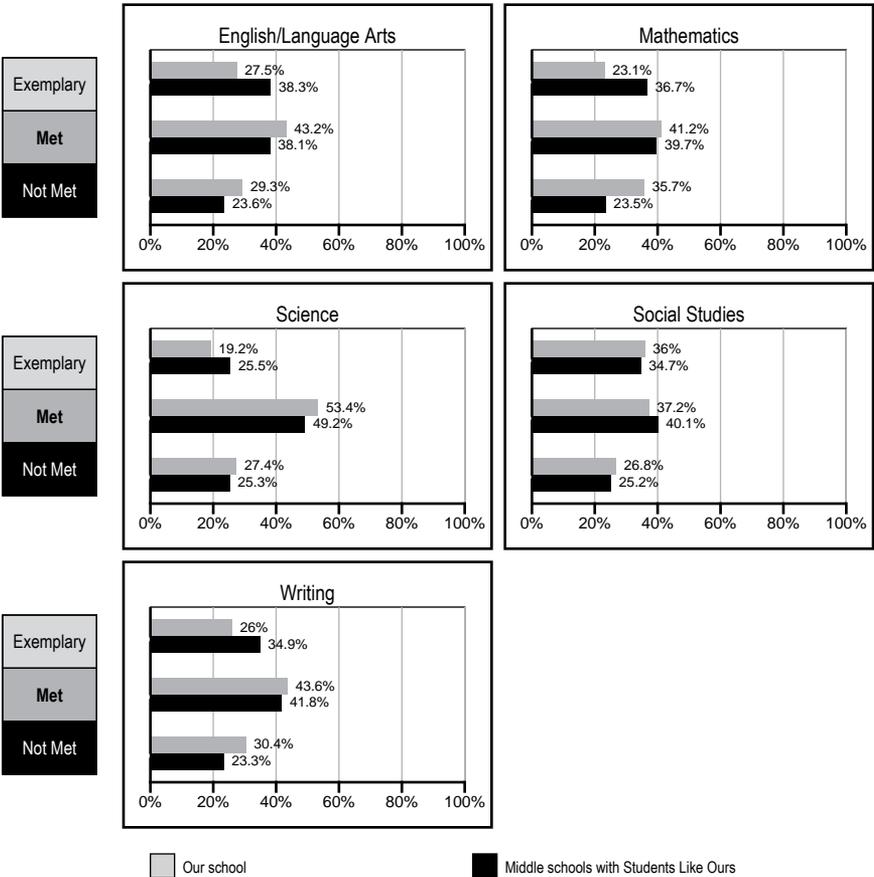
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	17	16	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	100.0%	99.1%
English 1	94.4%	94.6%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	98.0%	98.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=553)				
Students enrolled in high school credit courses (grades 7 & 8)	18.2%	N/R	26.2%	21.6%
Retention rate	1.1%	N/A	1.1%	1.2%
Attendance rate	96.1%	N/A	96.3%	95.9%
Eligible for gifted and talented	16.1%	N/A	23.0%	14.8%
With disabilities other than speech	14.2%	N/A	11.2%	12.6%
Older than usual for grade	2.7%	N/A	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	N/R	0.4%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	43.6%	N/A	60.0%	56.9%
Continuing contract teachers	43.6%	N/A	77.4%	72.7%
Teachers with emergency or provisional certificates	3.4%	N/A	4.5%	5.3%
Teachers returning from previous year	N/A	N/A	85.7%	82.9%
Teacher attendance rate	97.1%	N/R	95.1%	95.2%
Average teacher salary*	\$39,970	I/S	\$48,403	\$46,599
Professional development days/teacher	10.2 days	N/R	10.3 days	10.8 days
School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	N/R	21.6 to 1	20.1 to 1
Prime instructional time	93.1%	N/R	90.5%	89.9%
Opportunities in the arts	Good	N/R	Excellent	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	89.7%	N/R	98.0%	97.8%
Character development program	Below Average	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$6,884	\$7,645
Percent of expenditures for instruction**	N/A	N/A	66.3%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	59.4%	57.0%

* 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

Ralph Chandler Middle School opened its doors in August 2008 to serve families in the Simpsonville and Fork Shoals communities. Students that previously attended three area middle schools came together to create our school. Parents, staff, and members of the community collaborated to form our mission statement, which is to provide an environment that is conducive to learning and focuses on academic excellence. This reflects the lifetime pursuit of Mr. Ralph Chandler, for whom the school is named. Mr. Chandler served the community as an advocate for educational excellence for more than eighteen years.

Our enrollment during this first year was 561 students. Our professional staff is made up of 35 teachers, 3 administrators, a media specialist, guidance counselor, and instructional coach. RCMS is a family-friendly school where parents, community, and staff create a school climate that fosters academic rigor and high expectations. Data was closely analyzed to create our staff development program to ensure research-based strategies were utilized in the classrooms. The previous year's PACT data, fall 2008 MAP data, teacher-made benchmark test, and first semester grades were analyzed by the staff to determine progress and set academic goals to ensure mastery of the standards. Use of technology, such as Promethean boards, laptop carts, and computer research centers, provides meaningful and interactive opportunities that actively engage our students in learning.

Student Council and Beta Club were formed this year. Students participated in the recycling club, before and after-school tutoring, a variety of music programs and seven competitive sports. Our new state of the art facility includes rooms to meet the unique needs of special education students, facilities to serve visual and performing arts students, teacher planning rooms, science labs, and an industrial technology lab. The facility also includes a 6-lane track, a soccer field, softball and baseball diamonds, and tennis courts.

Our newly formed PTA provided school-wide events for students, including dances and the Spring Fling. PTA grant monies were provided to teachers to enhance classroom instruction. Through the cooperative efforts of the newly formed SIC, parental involvement was encouraged and local and national grant opportunities were sought for mentoring and beautification projects. These projects continue to be the goals for the future.

We are proud of the accomplishments we have achieved through collaboration during our first year. We look forward to continuing to provide academic excellence for our students; Mr. Chandler and our community would expect nothing less.

Rita Mantooh, Principal
Patricia Lemons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	151	45
Percent satisfied with learning environment	97.4%	60.4%	77.3%
Percent satisfied with social and physical environment	100.0%	71.1%	75.6%
Percent satisfied with school-home relations	92.1%	77.3%	82.2%

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

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School Adequate Yearly Progress

NO

This school met 18 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	96.1%	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	559	100	29.2	44.3	26.5	79.2	84	82.8	Yes	Yes
Gender										
Male	299	100	35.5	44.7	19.8	73.7	80.8	79.3	N/A	N/A
Female	260	100	22.6	44	33.5	85.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	436	100	26.4	45.2	28.4	82	89.5	89.5	Yes	Yes
African American	81	100	44.9	42	13	59.4	72.7	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	29	100	39.1	30.4	30.4	78.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	82	100	73.3	22.7	4	38.7	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	45	40	15	75	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	211	100	40.4	42.5	17.1	69.4	74.4	75.5	Yes	Yes

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

All Students	559	100	36.7	42.5	20.8	75.7	80.9	78.9	Yes	Yes
Gender										
Male	299	100	38.5	40.8	20.6	72.9	79.6	77	N/A	N/A
Female	260	100	34.7	44.4	21	78.6	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	436	100	33.6	44.2	22.2	79.3	87	87.2	Yes	Yes
African American	81	100	56.5	33.3	10.1	53.6	66.3	66.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	29	100	39.1	39.1	21.7	69.6	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	82	100	80	18.7	1.3	38.7	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	35	50	15	75	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	211	100	48.2	40.9	10.9	65.3	70.5	70.2	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	362	99.7	26.2	54.5	19.3	73.8	71.3	67.5
Gender								
Male	196	99.5	25.6	52.3	22.1	74.4	70.8	67
Female	166	100	26.9	56.9	16.3	73.1	71.8	68
Racial/Ethnic Group								
White	292	99.7	22.6	55.2	22.2	77.4	79.5	79.5
African American	46	100	46.2	43.6	10.3	53.8	53	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	19	100	N/AV	N/AV	N/AV	55.6	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	49	100	69.6	26.1	4.3	30.4	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	61.5	60.4	59.6
Socio-Economic Status								
Subsized meals	134	100	43.5	43.5	12.9	56.5	57.5	55.1
Social Studies								
All Students	366	100	25.9	37.7	36.4	74.1	75.7	72.3
Gender								
Male	201	100	27.6	33.3	39.1	72.4	75.1	71.5
Female	165	100	24.1	42.4	33.5	75.9	76.3	73.2
Racial/Ethnic Group								
White	279	100	23.5	38.1	38.5	76.5	81.7	80.7
African American	60	100	38.8	42.9	18.4	61.2	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	15	100	54.5	9.1	36.4	45.5	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	54	100	71.4	22.4	6.1	28.6	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	14	100	38.5	30.8	30.8	61.5	69	67.9
Socio-Economic Status								
Subsized meals	137	100	35.7	39.5	24.8	64.3	63.9	62.1

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	559	99.3	29.7	43.8	26.6	70.3	72.9	70.2	96.1	96.5
Gender										
Male	293	99.3	37.6	43	19.4	62.4	66.4	63.2	96	96.4
Female	266	99.3	21.3	44.7	34	78.7	79.7	77.5	96.2	96.5
Racial/Ethnic Group										
White	439	100	27.5	43.8	28.7	72.5	80.5	79.1	95.9	96.3
African American	80	95	44.9	39.1	15.9	55.1	57.1	57.6	96.6	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97	97.6
Hispanic	26	100	30.4	47.8	21.7	69.6	61.3	62.6	95.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	94.7	95.2
Disability Status										
Disabled	80	96.3	80.6	18.1	1.4	19.4	28.4	26.1	94.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	21	100	40	45	15	60	60.5	61.2	97.1	97.2
Socio-Economic Status										
Subsided meals	200	98	43.5	41.4	15.1	56.5	58.8	58.9	95	95.8

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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	220	100	25.6	42	32.4	74.4
	7	169	100	33.3	45.1	21.6	66.7
	8	170	100	30	46.7	23.3	70
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	220	100	31.4	46.4	22.2	68.6
	7	169	100	32.7	43.8	23.5	67.3
	8	170	100	48	36	16	52
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	107	100	22.1	60.6	17.3	77.9
	7	169	99.4	23.5	53.6	22.9	76.5
	8	86	100	37.3	48	14.7	62.7
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	113	100	21.4	50.5	28.2	78.6
	7	169	100	26.8	32.7	40.5	73.2
	8	84	100	30.3	30.3	39.5	69.7
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	221	99.1	29.5	44	26.6	70.5
	7	170	100	26.1	42	31.8	73.9
	8	168	98.8	33.6	45.4	21.1	66.4

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