

CHESTER MIDDLE

1014 McCandless Road
Chester, South Carolina

Grades	6-8 Middle School	
Enrollment	645 Students	
Principal	Gail R. Hamilton	803-377-8192
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

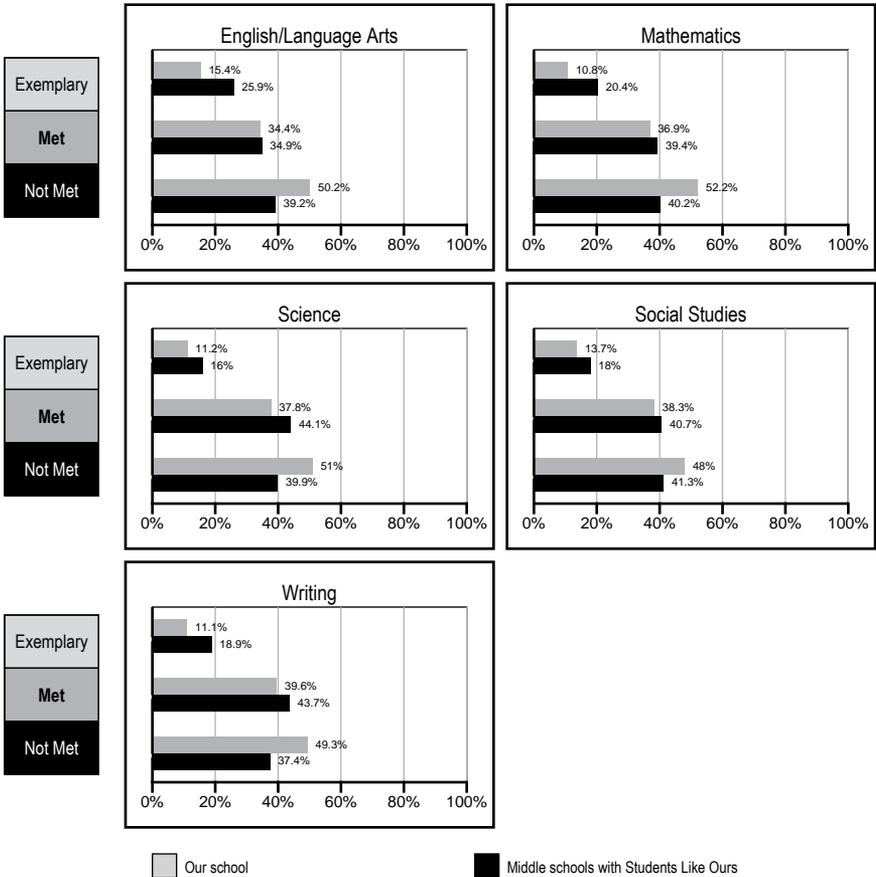
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	30	16	1

* 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	97.4%	94.2%
English 1	96.4%	96.8%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	97.0%	94.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=645)				
Students enrolled in high school credit courses (grades 7 & 8)	46.7%	Down from 56.4%	19.0%	24.2%
Retention rate	1.9%	Up from 1.8%	0.7%	0.7%
Attendance rate	94.6%	Up from 94.4%	95.4%	95.9%
Eligible for gifted and talented	14.6%	Up from 0.0%	11.2%	16.4%
With disabilities other than speech	12.7%	Up from 11.8%	14.3%	12.0%
Older than usual for grade	5.7%	Down from 6.8%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 20.5%	0.5%	0.5%
Annual dropout rate	0.4%	Down from 0.6%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Up from 54.1%	57.5%	58.5%
Continuing contract teachers	88.4%	Up from 67.2%	76.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	5.0%	4.0%
Teachers returning from previous year	77.4%	Down from 78.0%	82.6%	84.6%
Teacher attendance rate	95.8%	Down from 96.2%	95.1%	95.4%
Average teacher salary*	\$49,693	Up 6.4%	\$45,750	\$46,561
Professional development days/teacher	5.8 days	No Change	10.8 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 18.7 to 1	20.3 to 1	21.1 to 1
Prime instructional time	90.0%	Down from 90.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.8%	Down from 88.0%	96.6%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$8,191	Up 5.1%	\$8,617	\$7,802
Percent of expenditures for instruction**	69.4%	Down from 70.1%	62.3%	63.8%
Percent of expenditures for teacher salaries**	65.4%	Up from 63.9%	58.2%	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

Although Chester Middle School and the Chester community have faced many challenges during the past year due to state budget cuts and a slowing economy, students and faculty members were not hindered from striving for success. Chester Middle School met 81% of the Annual Yearly Progress (AYP) objectives, improving the schools' growth and absolute ratings on the state report card. The Explicit Direct Instruction training, Reading Academy, re-teach/re-test program, and the school-wide enrichment/remediation program are all initiatives that contributed to Chester Middle School's 28.6% increase in meeting AYP objectives. In addition, Odyssey, a technology-based curriculum, district benchmark, and Measures of Academic Progress (MAP) exams were used to guide and individualize instruction initiatives.

Chester Middle School has not only made academic improvements, awarding five Junior Scholars and one Duke Scholar during the 2009-2010 school year, but has also made advancements in student character development. A school-wide character education program was implemented, and the King's Crew program that promotes positive behavior was continued. Chester Middle School also sponsors a Junior Beta Club, academic challenge team, and robotics team that promote both academics and character in students.

As we move into the new school year, Chester Middle School is excited to continue initiatives that have helped improve student achievement. In addition, Chester Middle School will continue to meet the recommendations made by the School Improvement Council, parents, and faculty members. We encourage parents and community members to become involved in the educational process and the lives of our students. Collaboration amongst teachers, parents, and the community is required to ensure the success of our young people.

Gail Hamilton, Principal

Lisa Faris, President of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	193	80
Percent satisfied with learning environment	62.8%	56.0%	72.2%
Percent satisfied with social and physical environment	72.1%	64.4%	59.5%
Percent satisfied with school-home relations	51.2%	82.4%	66.2%

* 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

NI

This school met 15 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

NI

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	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	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 = 58.8% (Met or Exemplary)										
All Students	630	99.1	51.5	33.7	14.9	61.4	74.9	83.5	Yes	Yes
Gender										
Male	323	99.1	55.7	29.8	14.6	56	71.4	80.1	N/A	N/A
Female	307	99	47.1	37.7	15.2	67	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	227	99.1	33.3	42	24.7	77.2	82.8	89.6	Yes	Yes
African American	392	99	61.8	29.4	8.8	52.3	66.5	74.6	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	81	100	77.2	8.9	13.9	29.1	42.6	51.7	No	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	4	I/S	I/S	I/S	I/S	I/S	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	478	99.2	57.9	31.9	10.3	56.6	68.8	76.9	No	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	630	98.9	53.7	36.4	9.9	61.8	71.7	80.4	Yes	Yes
Gender										
Male	323	98.8	58.1	32.1	9.7	55.8	69.7	78.4	N/A	N/A
Female	307	99	49.2	40.7	10.1	68	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	227	99.1	40.2	43.4	16.4	72.6	79.3	87.8	Yes	Yes
African American	392	98.7	61.4	32.2	6.4	55.9	63.6	69.3	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	81	98.8	78.2	15.4	6.4	33.3	36.9	46.1	No	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	4	I/S	I/S	I/S	I/S	I/S	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	478	99	59.7	33.7	6.6	57.1	65.1	72.8	No	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	413	99.5	50	37.9	12.1	50	57	67.3
Gender								
Male	210	99.5	52.5	34.7	12.9	47.5	57.3	66.9
Female	203	99.5	47.4	41.3	11.2	52.6	56.7	67.7
Racial/Ethnic Group								
White	152	99.3	31.1	48	20.9	68.9	72	79.6
African American	253	99.6	61.2	32.2	6.6	38.8	41.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	57	96.5	70.4	16.7	13	29.6	29.1	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	4	I/S	I/S	I/S	I/S	I/S	50	58.6
Socio-Economic Status								
Subsidized meals	310	99.7	57.2	35.7	7.1	42.8	47.5	55.4
Social Studies								
All Students	417	99.8	47.3	38.7	14	52.7	63.2	70.9
Gender								
Male	224	99.6	50.5	33.3	16.2	49.5	61.6	70.1
Female	193	100	43.7	44.7	11.6	56.3	65.1	71.7
Racial/Ethnic Group								
White	152	100	43.9	37.2	18.9	56.1	70.3	79.2
African American	258	99.6	49.6	39.7	10.7	50.4	55.5	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	54	98.2	69.2	26.9	3.8	30.8	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	316	99.7	50.7	39.5	9.8	49.3	56	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	633	97.2	48.9	39.9	11.2	51.1	62.5	72.1	94.6	95.3
Gender										
Male	325	97.9	59.5	33.7	6.8	40.5	54.5	65.2	94.1	95.1
Female	308	96.4	37.6	46.6	15.9	62.4	71.2	79.2	95.1	95.5
Racial/Ethnic Group										
White	231	96.5	38.9	44	17.1	61.1	69.6	80.8	94	94.8
African American	392	97.5	55.5	36.7	7.8	44.5	54.5	59.7	95	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	87	97.3	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.7	64.6	89.9	94.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.9	95.4
Disability Status										
Disabled	79	87.3	N/AV	N/AV	N/AV	9	17.2	27.7	91.9	94.2
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	4	I/S	I/S	I/S	I/S	I/S	77.8	63.7	87.8	95.5
Socio-Economic Status										
Subsidized meals	482	97.1	55.2	36.7	8.1	44.8	55	61.9	94.3	94.9

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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	211	99.5	49.8	36.9	13.3	50.2
	7	211	99.5	49.5	39.5	11	50.5
	8	231	99.6	53.7	34.9	11.5	46.3
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	218	99.1	47.8	38.2	14	52.2
	7	208	99	46.8	35.8	17.4	53.2
	8	204	99	60.1	26.8	13.1	39.9
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	211	99.1	39.4	44.8	15.8	60.6
	7	211	99.5	45	45.5	9.5	55
	8	231	99.6	56.9	37.6	5.5	43.1
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	218	99.1	45.9	44	10.1	54.1
	7	208	99	50.2	36.8	12.9	49.8
	8	204	98.5	65.5	27.9	6.6	34.5
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	104	99	54.5	39.6	5.9	45.5
	7	210	98.6	45.7	42.6	11.7	54.3
	8	119	97.5	48.2	42.1	9.6	51.8
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	109	98.2	55.3	35.9	8.7	44.7
	7	206	100	42.3	44.8	12.9	57.7
	8	98	100	60.6	25.5	13.8	39.4

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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	106	99.1	29.4	54.9	15.7	70.6
	7	211	99.1	57.8	28.6	13.6	42.2
	8	113	96.5	54.8	32.7	12.5	45.2
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	108	100	34	47.6	18.4	66
	7	205	100	53	34	13	47
	8	104	99	49.5	38.8	11.7	50.5
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	212	97.6	45.5	39.5	15	54.5
	7	213	98.6	51.2	39.9	8.9	48.8
	8	241	97.5	46.5	39.4	14.2	53.5
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	216	97.7	44.3	42.4	13.3	55.7
	7	209	96.7	57.1	34.8	8.1	42.9
	8	208	97.1	45.5	42.4	12.1	54.5

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