



FLORENCE CHAPEL MIDDLE

290 Shoals Road
Duncan, SC 29334

Grades	7-8 Middle School	
Enrollment	614 Students	
Principal	Steve Gambrell	864-949-2310
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

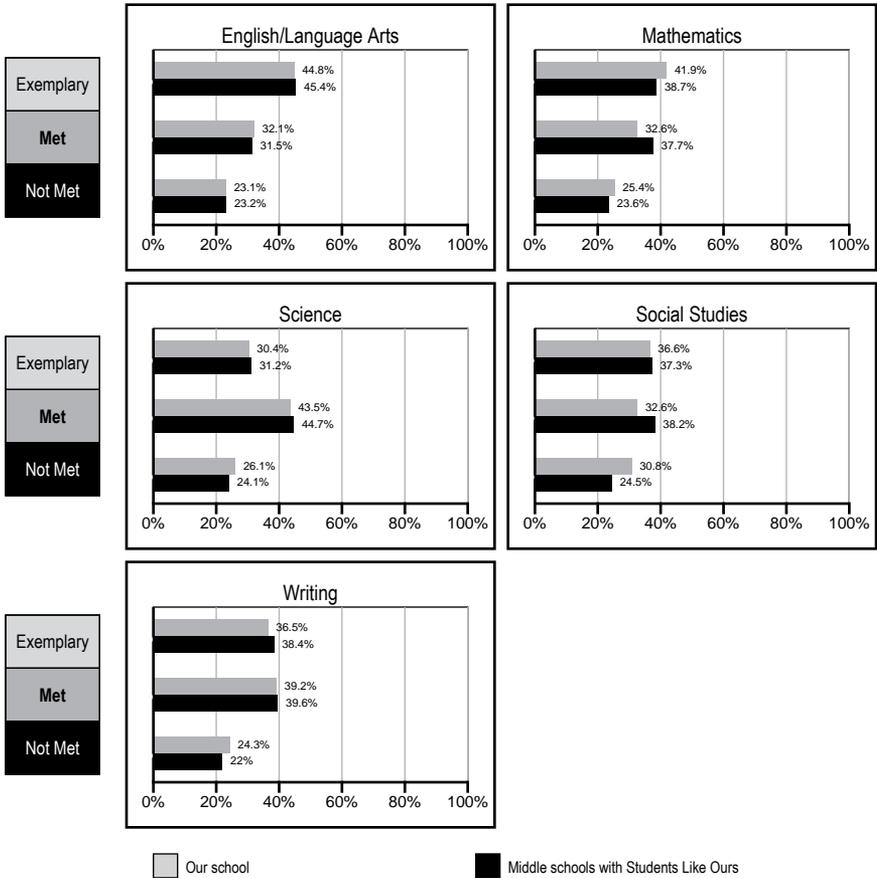
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	17	7	1	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%	98.4%
English 1	100.0%	98.2%
Physical Science	N/A	86.9%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=614)				
Students enrolled in high school credit courses (grades 7 & 8)	45.6%	Up from 35.5%	36.7%	24.2%
Retention rate	0.3%	Down from 0.8%	0.5%	0.7%
Attendance rate	97.2%	Up from 96.2%	96.5%	95.9%
Eligible for gifted and talented	28.6%	Down from 30.3%	22.7%	16.4%
With disabilities other than speech	10.8%	Up from 9.8%	10.7%	12.0%
Older than usual for grade	1.0%	Up from 0.7%	1.1%	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=41)				
Teachers with advanced degrees	68.3%	Down from 69.0%	58.5%	58.5%
Continuing contract teachers	82.9%	Up from 78.6%	83.0%	80.0%
Teachers with emergency or provisional certificates	5.0%	Up from 2.4%	2.5%	4.0%
Teachers returning from previous year	82.8%	Up from 78.3%	87.6%	84.6%
Teacher attendance rate	92.3%	Down from 95.4%	95.5%	95.4%
Average teacher salary*	\$50,708	Up 3.5%	\$48,355	\$46,561
Professional development days/teacher	11.5 days	Up from 10.9 days	9.0 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.4 to 1	21.8 to 1	21.1 to 1
Prime instructional time	88.8%	Down from 90.8%	91.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 97.3%	97.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,771	Up 2.7%	\$7,225	\$7,802
Percent of expenditures for instruction**	65.3%	No Change	65.7%	63.8%
Percent of expenditures for teacher salaries**	62.4%	No Change	63.7%	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

We have completed a successful sixth year at Florence Chapel Middle School. We are proud to be recognized as a Red Carpet School. This recognition indicates that we have a family-friendly, welcoming atmosphere. We have a very active School Improvement Council and a supportive PTO as well. Many in our community have volunteered their service as mentors for our students. We continue to increase the number of students who are enrolled in our Honors Algebra I and II and our Honors English I classes. We place a great deal of emphasis on our core areas of instruction: Language Arts, Math, Science, and Social Studies. We also offer a wide range of exploratory courses: Foreign Languages, Careers, Technology, Fine Arts, and others. We have a Career Development Facilitator to meet the needs of our students in planning for their future. We have other reasons to celebrate. Thirty-four of our eighth graders were named Junior Scholars. Eight of our seventh graders were named Duke Tip Scholars, the most ever at our school. Our Academic Team placed fourth in the state in Knowledge Master Competition. Our Fine Arts students were successful in band, chorus and orchestra competitions. Our athletic teams were successful as well. We need and appreciate your support as we strive to achieve our goals.

Steve Gambrell, Principal

Nancy Tripp, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	283	170
Percent satisfied with learning environment	85.3%	86.5%	84.5%
Percent satisfied with social and physical environment	91.2%	87.1%	83.4%
Percent satisfied with school-home relations	87.9%	87.9%	77.0%

* 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

NO

This school met 20 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	0.3%	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	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	619	100	25.9	32.1	42	81.9	87.1	83.5	Yes	Yes
Gender										
Male	325	100	28.8	32.9	38.3	78.3	84.3	80.1	N/A	N/A
Female	294	100	22.7	31.3	46	86	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	442	100	19.5	31.9	48.6	85.6	89.9	89.6	Yes	Yes
African American	124	100	48.7	28.7	22.6	67.8	78.6	74.6	Yes	Yes
Asian/Pacific Islander	18	100	23.5	41.2	35.3	76.5	91.8	92.7	I/S	I/S
Hispanic	35	100	31	44.8	24.1	86.2	81.3	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	70	100	68.8	23.4	7.8	45.3	51.9	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	31	100	28.6	42.9	28.6	82.1	79.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	267	100	42.2	33.1	24.7	70.5	81.4	76.9	Yes	Yes

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

All Students	619	100	29.3	35.4	35.4	81.6	85.3	80.4	Yes	Yes
Gender										
Male	325	100	29.4	36.7	33.9	78.3	83.2	78.4	N/A	N/A
Female	294	100	29.1	33.8	37.1	85.3	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	442	100	25.3	34.2	40.5	84	88.2	87.8	Yes	Yes
African American	124	100	42.6	38.3	19.1	72.2	75.4	69.3	Yes	Yes
Asian/Pacific Islander	18	100	17.6	29.4	52.9	88.2	93.8	93.5	I/S	I/S
Hispanic	35	100	41.4	44.8	13.8	79.3	82.3	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	70	100	75	20.3	4.7	45.3	48.6	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	31	100	32.1	42.9	25	82.1	82.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	267	100	44.6	35.5	19.9	71.7	78.8	72.8	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
Science								
All Students	462	99.8	25.9	43.6	30.5	74.1	75	67.3
Gender								
Male	248	100	27.8	39.7	32.5	72.2	74.9	66.9
Female	214	99.5	23.6	48.3	28.1	76.4	75	67.7
Racial/Ethnic Group								
White	330	99.7	20.9	42.2	36.9	79.1	80.3	79.6
African American	90	100	45.2	44	10.7	54.8	57.3	49.7
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	82.5	84.4
Hispanic	29	100	34.8	60.9	4.3	65.2	70.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	53	98.1	68.1	23.4	8.5	31.9	34.3	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	23	100	38.1	47.6	14.3	61.9	64.6	58.6
Socio-Economic Status								
Subsidized meals	199	100	37.2	43.6	19.1	62.8	66.3	55.4
Social Studies								
All Students	463	100	30.8	32.6	36.6	69.2	76.4	70.9
Gender								
Male	241	100	28.5	33.2	38.3	71.5	77.3	70.1
Female	222	100	33.3	31.9	34.8	66.7	75.6	71.7
Racial/Ethnic Group								
White	324	100	26.7	29.9	43.4	73.3	79.2	79.2
African American	98	100	44.9	34.8	20.2	55.1	66.5	58.4
Asian/Pacific Islander	16	100	20	53.3	26.7	80	88.9	86.8
Hispanic	25	100	39.1	47.8	13	60.9	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	51	100	79.2	16.7	4.2	20.8	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	25	100	34.8	47.8	17.4	65.2	74.1	68
Socio-Economic Status								
Subsidized meals	202	100	46.1	34.6	19.4	53.9	67.2	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	614	99.8	24.3	39.2	36.5	75.7	76.4	72.1	97.2	96.7
Gender										
Male	324	100	30.3	37.6	32.2	69.7	70	65.2	97.2	96.6
Female	290	99.7	17.6	41	41.4	82.4	83.2	79.2	97.2	96.8
Racial/Ethnic Group										
White	441	100	18.6	39.4	42	81.4	80.3	80.8	97	96.4
African American	122	100	42.6	35.7	21.7	57.4	65.2	59.7	97.5	97.1
Asian/Pacific Islander	18	100	17.6	35.3	47.1	82.4	84.7	87	98.9	98
Hispanic	33	97	41.4	51.7	6.9	58.6	65	64.6	97.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.7
Disability Status										
Disabled	67	100	72.3	26.2	1.5	27.7	26.3	27.7	96.5	95.9
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	28	96.4	32.1	53.6	14.3	67.9	65	63.7	98.4	97.2
Socio-Economic Status										
Subsidized meals	262	100	42.1	36.5	21.4	57.9	66.8	61.9	96.9	96.2

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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	313	100	24.9	30.2	44.9	75.1
	8	289	100	22.2	44	33.8	77.8
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	0	N/A	N/A	N/A	N/A	N/A
	7	306	100	21	32.9	46.1	79
	8	313	100	30.7	31.4	37.8	69.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	313	99.7	25.3	34.7	40	74.7
	8	289	100	21.1	41.1	37.8	78.9
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	0	N/A	N/A	N/A	N/A	N/A
	7	306	100	24.7	32.5	42.7	75.3
	8	313	100	33.8	38.2	28	66.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	312	100	24	48.7	27.3	76
	8	145	99.3	25.4	47.8	26.8	74.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	306	100	26.4	43.4	30.2	73.6
	8	156	99.4	24.8	44.1	31	75.2

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	313	100	32.6	31.9	35.5	67.4
	8	144	99.3	14.8	39.3	45.9	85.2
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	0	N/A	N/A	N/A	N/A	N/A
	7	306	100	31.9	32.5	35.6	68.1
	8	157	100	28.7	32.7	38.7	71.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	317	100	22.8	37.5	39.7	77.2
	8	291	100	19.4	51.1	29.5	80.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	303	100	25.7	39.2	35.1	74.3
	8	311	99.7	23	39.2	37.8	77

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