



Chandler Creek Elementary

301 Chandler Road
Greer, South Carolina

Grades	PK-5 Elementary School	
Enrollment	826 Students	
Principal	Katherine Bayne	864-355-2400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

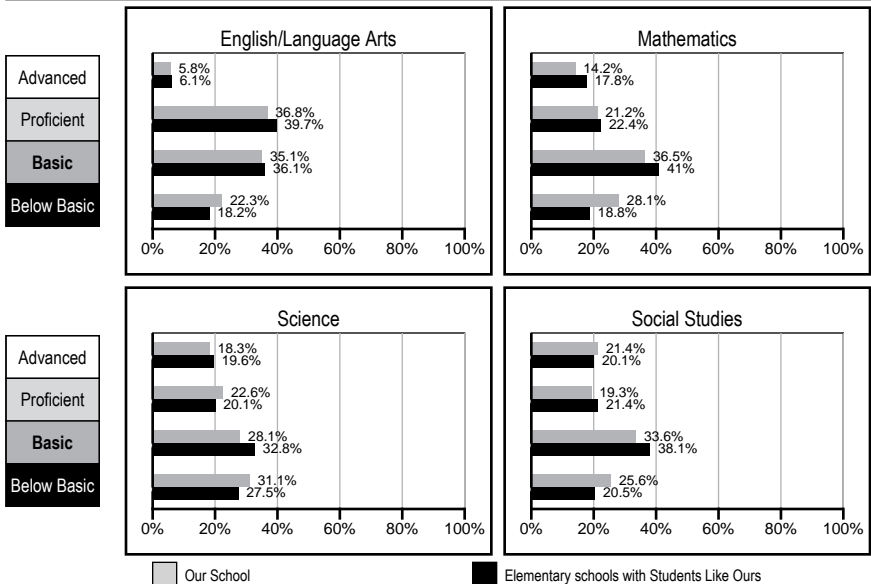
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	16	60	7	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=826)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 3.4%	2.2%	2.3%
Attendance rate	96.5%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	12.2%	No Change	12.3%	10.4%
With disabilities other than speech	12.7%	Up from 10.8%	7.8%	7.5%
Older than usual for grade	0.7%	Down from 1.8%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	45.8%	Up from 42.1%	56.0%	56.7%
Continuing contract teachers	52.5%	Down from 52.6%	78.1%	77.3%
Teachers with emergency or provisional certificates	2.8%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	68.8%	Down from 78.0%	88.0%	86.4%
Teacher attendance rate	96.1%	Down from 97.0%	95.2%	94.9%
Average teacher salary	\$38,899	Up 6.1%	\$45,236	\$45,345
Professional development days/teacher	17.2 days	Down from 18.1 days	12.0 days	12.6 days
School				
Principal's years at school	11.0	Up from 0.1	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.6 to 1	18.9 to 1	18.5 to 1
Prime instructional time	91.2%	Down from 91.7%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,630	Up 6.5%	\$6,445	\$7,052
Percent of expenditures for instruction*	70.6%	Up from 69.1%	69.7%	69.1%
Percent of expenditures for teacher salaries*	65.0%	Down from 69.1%	65.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We are very proud to have another rewarding year here at Chandler Creek Elementary and appreciate the opportunity to educate and inspire the young people in this community. Our school has established a rich tradition of combining academic excellence, with a sense of community responsibility and service, which is second to none. The continuation of this tradition is the goal of everyone connected to our International Baccalaureate Primary Years Program at Chandler Creek Elementary.

All students who walk through our doors are challenged to do his or her best in academics and behavior. Each child is expected to represent their homes and families in a positive manner. Our school provides each student with limitless possibilities in education, and we are confident that through the joint efforts provided by the school, parents, and community that everyone will have a successful year.

Community and Parent involvement are critical factors in the success of a child's education. No student will achieve what he or she is capable of without parent involvement. Parents are encouraged to have a working relationship and open communication with their child's teachers, staff, and principal through our School Improvement council and PTA. Our faculty and staff are always eager to discuss our plans in the education and discipline of your child, and we encourage you to support our plans at school, as well as, at home. Every decision that we make reflects our top priority—the advancement and education of our students. With everyone cooperating and working for the benefit of the children, we ensure a safe and nurturing environment that provides our students with the best possible education that can be offered.

The Mission of Chandler Creek Elementary is to develop the enthusiasm for lifelong learning through inquiry in a global, caring environment developing responsible citizens who exhibit core values. We invite you to join us in making our mission a living document.

Katherine Bayne, Principal
Danielle Whitlow, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	133	92
Percent satisfied with learning environment	93.1%	90.2%	78.3%
Percent satisfied with social and physical environment	98.3%	89.5%	86.7%
Percent satisfied with school-home relations	91.2%	89.4%	79.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 24 out of 29 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	398	99.8	22.1	35.2	36.9	5.9	53.9	52.4	48.2	Yes	Yes
Gender											
Male	194	100	25.6	40.6	28.3	5.6	46.1	46.1	41.7	N/A	N/A
Female	204	99.5	18.5	29.8	45.5	6.2	61.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	258	99.6	16.7	33.1	42.3	7.9	61.1	62.3	60	Yes	Yes
African American	78	100	36.1	32.8	29.5	1.6	39.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	57	100	30.9	45.5	21.8	1.8	36.4	36.7	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	75	100	63.2	30.9	4.4	1.5	11.8	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	49	100	32.6	50	17.4	0	32.6	36.1	36.9	No	Yes
Socio-Economic Status											
Subsidized meals	198	100	29.4	41.1	27	2.5	39.9	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	398	99.8	27.9	36.6	21.2	14.2	49.2	49.5	45.8	Yes	Yes
Gender											
Male	194	100	28.9	36.1	17.8	17.2	47.8	49.9	45.6	N/A	N/A
Female	204	99.5	27	37.1	24.7	11.2	50.6	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	258	99.6	20.1	36.4	24.3	19.2	56.5	59.4	59	Yes	Yes
African American	78	100	49.2	36.1	9.8	4.9	27.9	27.2	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	57	100	40	40	16.4	3.6	38.2	37.4	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	75	100	73.5	20.6	4.4	1.5	10.3	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	49	100	41.3	39.1	17.4	2.2	39.1	38.4	38.7	Yes	Yes
Socio-Economic Status											
Subsidized meals	198	100	38.7	37.4	18.4	5.5	38.7	32.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	264	99.6	30.8	28.2	22.6	18.4	41	39.3	35.7	96.5	96.5
Gender											
Male	141	100	31.3	28.9	19.5	20.3	39.8	41.6	37.4	96.4	96.4
Female	123	99.2	30.2	27.4	26.4	16	42.5	36.9	33.8	96.8	96.6
Racial/Ethnic Group											
White	175	99.4	26.3	25	23.1	25.6	48.8	49.7	49.2	96.4	96.4
African American	49	100	36.8	34.2	26.3	2.6	28.9	18.2	17	96.7	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	94.5	97.7
Hispanic	36	100	47.1	32.4	17.6	2.9	20.6	23.7	24.9	97	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	91.9	95.3
Disability Status											
Disabled	49	100	70.5	22.7	4.5	2.3	6.8	16.3	14	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	33	100	50	30	16.7	3.3	20	22.6	24.4	97.1	97.2
Socio-Economic Status											
Subsided meals	129	100	41.7	33	18.4	6.8	25.2	21.3	21.1	96.2	95.8
Social Studies											
All Students	262	100	25.6	33.6	19.3	21.4	40.8	38.1	34	96.5	96.5
Gender											
Male	118	100	26.1	33.3	18.9	21.6	40.5	41	36.6	96.4	96.4
Female	144	100	25.2	33.9	19.7	21.3	40.9	35	31.3	96.8	96.6
Racial/Ethnic Group											
White	163	100	21.1	30.3	22.4	26.3	48.7	46.1	44.5	96.4	96.4
African American	52	100	39.5	41.9	7	11.6	18.6	20.5	19.1	96.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	94.5	97.7
Hispanic	42	100	30	37.5	20	12.5	32.5	27.7	27.5	97	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	91.9	95.3
Disability Status											
Disabled	50	100	63.8	29.8	2.1	4.3	6.4	17.1	14.4	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	36	100	30.3	39.4	21.2	9.1	30.3	27.6	27.3	97.1	97.2
Socio-Economic Status											
Subsided meals	134	100	33.6	36.3	15	15	30.1	22.8	21	96.2	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	117	98.3	15.6	25.7	48.6	10.1	58.7	
	4	137	99.3	27.1	39.5	31	2.3	33.3	
	5	131	98.5	26.4	41.3	32.2	0	32.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	100	10.9	30.3	49.6	9.2	58.8	
	4	128	100	23.7	31.6	39.5	5.3	44.7	
	5	139	99.3	31.2	43.2	22.4	3.2	25.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	117	99.2	23.6	43.6	18.2	14.5	32.7	
	4	137	100	28.7	37.2	15.5	18.6	34.1	
	5	131	98.5	23.1	49.6	19.8	7.4	27.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	100	19.3	49.6	18.5	12.6	31.1	
	4	128	100	24.6	27.2	26.3	21.9	48.2	
	5	139	99.3	39.2	32.8	19.2	8.8	28	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	61	100	25	55.4	16.1	3.6	19.6	
	4	137	99.3	49.6	24	19.4	7	26.4	
	5	67	97	37.1	37.1	11.3	14.5	25.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	24.1	25.9	32.8	17.2	50	
	4	128	100	26.3	34.2	18.4	21.1	39.5	
	5	70	98.6	45.2	19.4	21	14.5	35.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	56	94.6	13.5	40.4	30.8	15.4	46.2	
	4	137	99.3	33.3	45	14	7.8	21.7	
	5	64	100	39	40.7	15.3	5.1	20.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	8.2	49.2	26.2	16.4	42.6	
	4	128	100	19.3	31.6	21.1	28.1	49.1	
	5	69	100	54	22.2	9.5	14.3	23.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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