



Chester Middle

1014 McCandless Road
Chester, South Carolina

Grades	6-8 Middle School	
Enrollment	716 Students	
Principal	Gail R. hamilton	803-377-8192
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

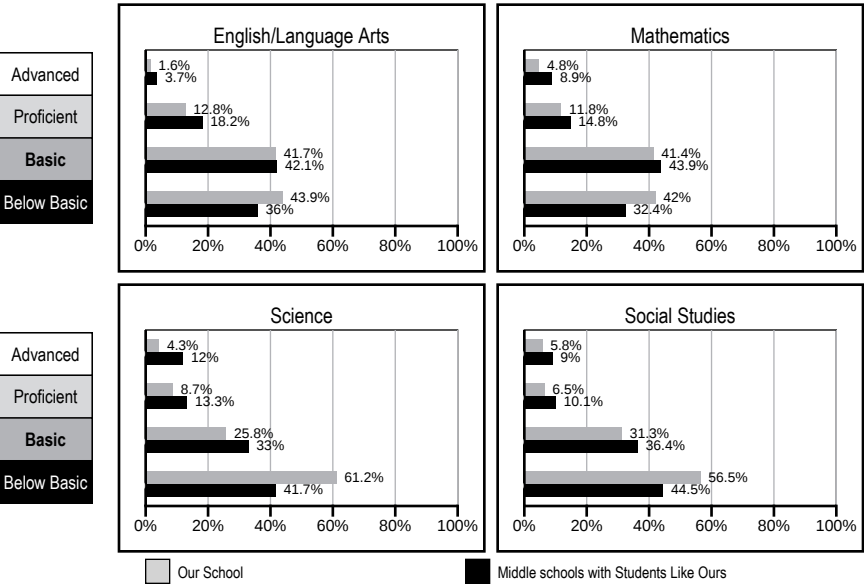
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	21	16

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	96.0	94.1
English 1	96.4	94.1
Physical Science	0	0
All Subjects	96.2	92.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=716)				
Students enrolled in high school credit courses (grades 7 & 8)	16.8%	Up from 10.7%	15.5%	19.4%
Retention rate	3.1%	Up from 1.9%	2.8%	1.8%
Attendance rate	94.4%	Up from 94.0%	95.3%	95.8%
Eligible for gifted and talented	11.7%	Up from 10.8%	11.7%	15.3%
With disabilities other than speech	10.7%	Up from 9.6%	13.8%	12.9%
Older than usual for grade	7.5%	Up from 4.2%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 4.1%	1.3%	0.7%
Annual dropout rate	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	55.0%	Up from 35.6%	53.7%	55.0%
Continuing contract teachers	66.7%	Down from 78.0%	63.5%	70.6%
Teachers with emergency or provisional certificates	8.2%	Up from 7.4%	8.3%	5.4%
Teachers returning from previous year	74.7%	Down from 80.4%	80.8%	83.4%
Teacher attendance rate	93.9%	Up from 93.1%	94.9%	94.9%
Average teacher salary	\$46,072	Up 5.2%	\$44,571	\$44,706
Professional development days/teacher	10.1 days	Down from 10.2 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 17.8 to 1	20.1 to 1	20.1 to 1
Prime instructional time	85.7%	Up from 84.4%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.3%	Down from 86.2%	97.8%	98.0%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil*	\$6,620	Up 10.1%	\$7,274	\$7,097
Percent of expenditures for instruction*	67.3%	Down from 69.3%	63.4%	64.4%
Percent of expenditures for teacher salaries*	62.5%	Down from 65.0%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Chester Middle School has had an exciting and rewarding year. Low test scores and unfulfilled teaching positions did not hinder the faculty and students from striving to continue to achieve. Faculty and staff were formally trained in data analysis and focused on analysis of test scores to determine areas of weakness. Plans for improving test scores and achieving success were discussed with individual students and goals were set. Incentives were generated within grade levels, teams and also school-wide.

The BRIDGES Academy, which is a school within a school designed to help those with behavior problems, entered its second year. Success was indicated by the lower number of discipline infractions and the number of students that had to return to the academy during the year. Academic assistance was offered before, during, and after school. Additional assistance was also provided during the school day through a pull-out program during elective time. Odyssey, a technology-based curriculum, was available to all students and teachers to enhance learning in the core subjects. Fifteen Promethean boards were also added to enhance teaching and promote learning. A new program was created by our Explore/Guidance teacher to promote positive character and behavior. The group was called King's Crew. It was open to all students but membership had to be earned through good behavior at school, home and in the community. The Robotics teams competed at the regional and state levels and placed in the top twenty. Robotics will be offered as a course next year, which will feed into the Mechatronics course at the high school.

Chester Middle School is very proud of its students for their academic achievements. There was a noted increase in the number of students that earned AB and A Honor Roll. Five students were named as Junior Scholars. Two students were selected to attend the Governor's School.

As we move into the new school year, Chester Middle School is excited about implementing new programs such as The Academy of Reading and single gender classes to meet the recommendations made by the Leadership Team, parents and faculty. We encourage parents and community to become involved in the educational process and the lives of our students. It takes all of us working together to ensure the success of our young people.

Gail R. HamiltonSelena Gray
PrincipalPresident SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	202	73
Percent satisfied with learning environment	60.4%	67.7%	80.3%
Percent satisfied with social and physical environment	77.1%	65.3%	63.8%
Percent satisfied with school-home relations	43.8%	76.2%	79.2%

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

School Adequate Yearly Progress

NO

This school met 11 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. 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	94.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	693	100	45.5	41.5	11.3	1.7	22.4	33.7	48.2	No	Yes
Gender											
Male	351	100	53	35.8	9.9	1.2	17.8	28.6	41.7	N/A	N/A
Female	342	100	38	47.1	12.8	2.1	27.1	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	258	100	31.1	49.8	17	2.1	29.9	42.7	60	No	Yes
African American	431	100	54	36.5	8.2	1.4	18	24.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	69	100	82.3	9.7	0	8.1	9.7	12.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	485	100	51.5	38.5	8.9	1.1	17.1	25.1	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	693	99.9	43.6	41.7	10.5	4.2	22.6	33.3	45.8	No	Yes
Gender											
Male	351	100	45.8	38.3	12.7	3.3	22.6	33.5	45.6	N/A	N/A
Female	342	99.7	41.5	45.1	8.2	5.2	22.6	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	258	99.6	31.3	45	17.5	6.3	35	45.9	59	No	Yes
African American	431	100	50.6	39.8	6.5	3.1	15.6	20.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	69	100	75.8	16.1	3.2	4.8	8.1	14.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	485	99.8	50.1	39	7.6	3.3	16.1	23.8	31.4	No	Yes

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

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

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
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Science

All Students	463	99.8	61.1	25.6	8.6	4.8	13.3	23.3	35.7	94.4	95.4
Gender											
Male	234	99.6	57.7	24.3	11.7	6.3	18	26.4	37.4	93.7	95.1
Female	229	100	64.5	26.8	5.5	3.2	8.6	19.7	33.8	95.1	95.7
Racial/Ethnic Group											
White	168	99.4	40.4	36.5	16.7	6.4	23.1	35.3	49.2	93.2	94.9
African American	293	100	72.6	19.3	4.2	3.9	8.1	10.3	17	95.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	82	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	85.8	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	92.1
Disability Status											
Disabled	48	97.9	81.8	13.6	0	4.5	4.5	13	14	91.7	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	75.8	96.1
Socio-Economic Status											
Subsided meals	325	99.7	69.6	22.4	4.8	3.2	8	13.5	21.1	94.3	94.9

Social Studies

All Students	463	99.4	55.9	31.5	6.4	6.2	12.6	23.9	34	94.4	95.4
Gender											
Male	233	99.1	53.7	30.3	7.8	8.3	16.1	26.7	36.6	93.7	95.1
Female	230	99.6	58.1	32.7	5.1	4.1	9.2	21	31.3	95.1	95.7
Racial/Ethnic Group											
White	184	98.4	43.1	35.3	10.8	10.8	21.6	33.9	44.5	93.2	94.9
African American	275	100	64.2	29.1	3.8	3	6.8	13.3	19.1	95.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	82	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	85.8	94.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	92.1
Disability Status											
Disabled	43	95.4	80	8.6	2.9	8.6	11.4	15.1	14.4	91.7	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	75.8	96.1
Socio-Economic Status											
Subsided meals	323	99.1	62.9	27.8	5	4.3	9.3	16.6	21	94.3	94.9

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

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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	222	99.6	44.4	40.1	13	2.4	15.5
	7	271	99.6	51.5	38.8	8.1	1.5	9.6
	8	299	99	48	38.8	12.5	0.7	13.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	207	100	46.9	35.7	14.8	2.6	17.3
	7	235	100	44.1	45	9	1.8	10.8
	8	251	100	45.7	42.8	10.7	0.8	11.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	222	99.6	29.5	47.8	18.8	3.9	22.7
	7	271	99.6	37.7	46.5	12.7	3.1	15.8
	8	299	98.7	46.8	43.9	7.1	2.1	9.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	207	100	43.9	35.2	11.2	9.7	20.9
	7	235	99.6	38.5	46.6	11.8	3.2	14.9
	8	251	100	48.1	42.4	8.6	0.8	9.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	110	97.3	59.8	34.3	2.9	2.9	5.9
	7	271	99.6	57	31.8	7	4.3	11.2
	8	150	99.3	49.7	33.1	11.7	5.5	17.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	104	100	74.7	12.1	8.1	5.1	13.1
	7	233	99.6	53.4	34.2	8.7	3.7	12.3
	8	126	100	63.7	21	8.9	6.5	15.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	111	99.1	32.4	43.1	17.6	6.9	24.5
	7	271	99.6	66.3	22.9	5	5.8	10.9
	8	148	99.3	47.1	42.8	7.2	2.9	10.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	103	100	40.2	29.9	13.4	16.5	29.9
	7	235	99.2	68.2	25.9	2.7	3.2	5.9
	8	125	99.2	45.8	43.2	7.6	3.4	11

Abbreviations for Missing Data

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