



## Chesnee Middle

805 South Alabama Ave.  
Chesnee, SC 29323

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	469 Students	
<b>Principal</b>	Dale R. Campbell	864-461-3900
<b>Superintendent</b>	Dr. Scott Mercer	864-578-0128
<b>Board Chair</b>	Mr. Danny J. McDowell	864-578-0128

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

## 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**

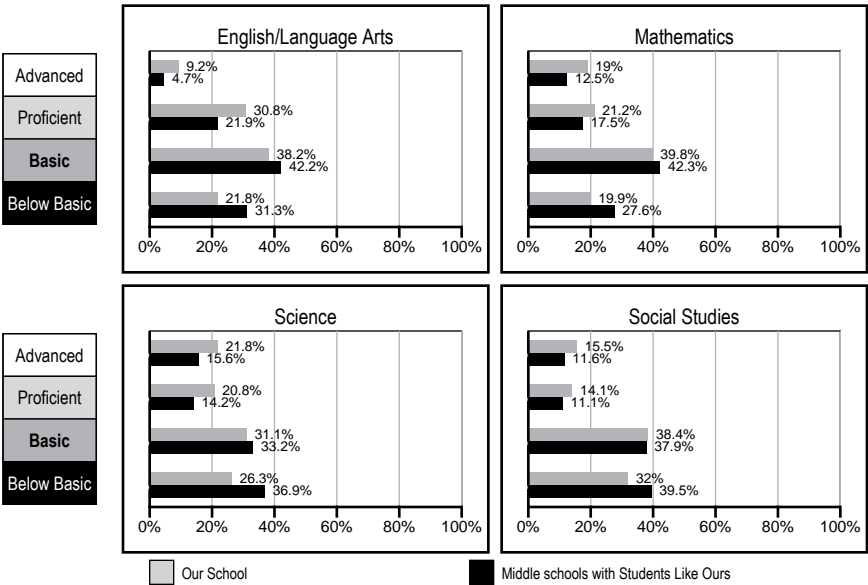
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	14	36	5

\* 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	100.0	97.1
English 1	100.0	95.7
Physical Science	0	57.7
All Subjects	100.0	96.2

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=469)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	5.8%	Down from 6.9%	18.8%	19.4%
Retention rate	0.4%	Down from 1.0%	1.8%	1.8%
Attendance rate	95.8%	Up from 95.5%	95.8%	95.8%
Eligible for gifted and talented	11.9%	Up from 11.7%	15.3%	15.3%
With disabilities other than speech	12.3%	Up from 12.1%	14.3%	12.9%
Older than usual for grade	0.4%	Down from 1.8%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 0.8%	0.6%	0.7%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	55.6%	Down from 56.8%	52.9%	55.0%
Continuing contract teachers	80.6%	Down from 83.8%	72.9%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.8%	5.4%
Teachers returning from previous year	92.8%	Up from 92.5%	83.7%	83.4%
Teacher attendance rate	94.9%	No Change	94.8%	94.9%
Average teacher salary	\$49,346	Up 3.9%	\$44,194	\$44,706
Professional development days/teacher	9.8 days	Up from 9.7 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.9 to 1	19.2 to 1	20.1 to 1
Prime instructional time	89.0%	Up from 88.3%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.2%	Up from 82.1%	97.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,564	Up 6.0%	\$7,020	\$7,097
Percent of expenditures for instruction*	62.0%	Up from 61.4%	64.8%	64.4%
Percent of expenditures for teacher salaries*	60.0%	Up from 58.0%	60.3%	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

During the 2007-08 school year, Chesnee Middle School continued in the tradition of being exceptional in academics for students and their teachers. One teacher earned National Board Certification. Sixty-nine students were in the Beta Club. Thirteen students were invited to join the Junior Young Leaders Conference in Washington, D.C., which three attended. Over two hundred and fifty students were honored as STAR students. CMS also participated in the Accelerated Reader Program, Spelling Bees, and the Battle of the Brains. Chesnee Middle School's Battle of the Brains team fought their way to the "Elite Eight" group of semi-finalists. Thirteen eighth grade students, the highest number to date, qualified as Junior Scholars. Thirteen seventh grade students participated in the Duke University Talent Identification Project and three were recognized at the state level. One student was accepted to the Scholar's Academy at USC-Upstate, where they will earn dual high school and college credit.

Chesnee Middle School students earned numerous awards for their literary accomplishments. A few examples of our students' publications were the Anthology of Poetry by Young Americans and the Lt. Governor's Writing Awards. Students and staff published a newsletter, The Aerie, and a variety of other indigenous publications, such as CMS Curriculum Connections.

Chesnee Middle School shines with athletic achievements. Students enjoyed playing for the Fighting Eagles' football and basketball teams as well as the cheerleading squad. Three basketball players were All Conference. The Girl's Basketball team finished second place in the conference, which was a record season for CMS. We had two young ladies named All Conference Players and one All Tournament Player. Many of our students participate on the golf team, track team, and softball and baseball teams at Chesnee High School.

Our students are artistic as well as intelligent. The band participated in six marching competitions and the SCBDA Concert Festival. They received an excellent rating in State Competition. Chesnee Middle School students, in alliance with students from Chesnee High, formed the first Winter Guard and Winter Drum Line. Students in art, chorus, band, and orchestra entertained the community with their talents.

As part of our Character Education Program, the students participated in many charitable activities. Our school collected thousands of dollars for the March of Dimes, "Pennies for Patients", over a thousand cans of food for the Spartanburg County Food Bank, forty-two shoeboxes for Operation Christmas Child, and the soldiers in Iraq and Afghanistan received shoeboxes filled with sundries. The entire school family raised enough money to send a terminally ill faculty member on a dream trip to the Grand Canyon. Chesnee Middle School is proud of the accomplishments of our school family. We teach our students the importance of academic success, as well as the necessity of good citizenship, to prepare them to build an even greater America.

Dale Campbell, Principal  
Rob Hayes, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	139	63
Percent satisfied with learning environment	94.7%	70.3%	77.4%
Percent satisfied with social and physical environment	100.0%	80.6%	80.7%
Percent satisfied with school-home relations	84.2%	81.3%	66.1%

\* 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 17 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	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	467	100	22.5	39.2	30.2	8.1	48.2	60.7	48.2	Yes	Yes
<b>Gender</b>											
Male	249	100	30.8	37.6	26.1	5.6	41.9	53.8	41.7	N/A	N/A
Female	218	100	13.3	41	34.8	11	55.2	68.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	406	100	22.6	38.2	30.4	8.8	50.1	64.4	60	Yes	Yes
African American	50	100	22.9	50	25	2.1	31.3	49.8	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	57.7	38.5	1.9	1.9	5.8	13.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	27.8	38.9	27.8	5.6	38.9	46.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	287	100	29.2	41	24.7	5.2	38.4	48	34	No	Yes

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

All Students	467	100	20.5	41.2	20.7	17.6	48.9	57.7	45.8	Yes	Yes
<b>Gender</b>											
Male	249	100	25.2	36.3	20.1	18.4	47.9	57.8	45.6	N/A	N/A
Female	218	100	15.2	46.7	21.4	16.7	50	57.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	406	100	20	40.8	20.5	18.7	50.1	62.4	59	Yes	Yes
African American	50	100	25	45.8	20.8	8.3	37.5	40	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	59.6	36.5	1.9	1.9	7.7	18.3	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	27.8	33.3	22.2	16.7	44.4	46.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	287	100	25.1	42.4	19.9	12.5	43.5	46.1	31.4	Yes	Yes

\* Adj - 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

## 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
<b>Science</b>											
All Students	308	100	26.3	31.1	20.8	21.8	42.7	41	35.7	95.8	96
<b>Gender</b>											
Male	157	100	27.5	26.2	22.1	24.2	46.3	44.6	37.4	95.7	96
Female	151	100	25	36.1	19.4	19.4	38.9	37	33.8	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	266	100	24.1	31.2	20.9	23.7	44.7	46.1	49.2	95.7	95.9
African American	35	100	42.4	30.3	18.2	9.1	27.3	23.3	17	97.1	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	31	58	96.2	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	96.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	34	100	56.3	21.9	12.5	9.4	21.9	15.9	14	95.3	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	24.5	24.4	97.3	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	184	100	33.7	29.1	19.2	18	37.2	29.6	21.1	95.3	95.4
<b>Social Studies</b>											
All Students	308	100	32	38.4	14.1	15.5	29.6	35.9	34	95.8	96
<b>Gender</b>											
Male	167	100	32.3	34.8	15.2	17.7	32.9	39.5	36.6	95.7	96
Female	141	100	31.7	42.4	12.9	12.9	25.9	31.9	31.3	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	268	100	31.8	38	14.3	15.9	30.2	39	44.5	95.7	95.9
African American	32	100	29	48.4	12.9	9.7	22.6	20.9	19.1	97.1	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	96.2	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	96.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	39	100	64.9	29.7	5.4	0	5.4	9.5	14.4	95.3	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	13	100	46.2	23.1	15.4	15.4	30.8	29.5	27.3	97.3	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	190	100	35.7	43.4	9.9	11	20.9	24.5	21	95.3	95.4

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	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	166	99.4	25.8	35.1	32.5	6.6	39.1
	7	151	100	26.2	41.4	26.9	5.5	32.4
	8	184	100	25.9	49.4	24.7	0	24.7
<b>2008</b>	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	163	100	24.8	33.3	36.6	5.2	41.8
	7	150	100	14.4	35.6	36.3	13.7	50
	8	154	100	28.3	49	17.2	5.5	22.8
<b>Mathematics</b>								
<b>2007</b>	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	166	99.4	21.9	39.7	26.5	11.9	38.4
	7	151	100	16.6	48.3	18.6	16.6	35.2
	8	184	100	31	53.4	9.8	5.7	15.5
<b>2008</b>	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	163	100	17.6	30.7	27.5	24.2	51.6
	7	150	100	13.7	40.4	21.9	24	45.9
	8	154	100	30.3	53.1	12.4	4.1	16.6
<b>Science</b>								
<b>2007</b>	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	82	100	45.9	23	16.2	14.9	31.1
	7	151	100	26.9	33.8	18.6	20.7	39.3
	8	92	100	29.9	52.9	10.3	6.9	17.2
<b>2008</b>	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	81	100	41.3	21.3	16	21.3	37.3
	7	150	100	14.4	36.3	25.3	24	49.3
	8	77	100	34.7	30.6	16.7	18.1	34.7
<b>Social Studies</b>								
<b>2007</b>	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	83	100	10.4	44.2	16.9	28.6	45.5
	7	151	100	37.9	38.6	11	12.4	23.4
	8	92	100	34.5	51.7	9.2	4.6	13.8
<b>2008</b>	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	82	100	14.1	30.8	21.8	33.3	55.1
	7	150	100	41.1	36.3	11	11.6	22.6
	8	76	100	32.9	50.7	12.3	4.1	16.4

Abbreviations for Missing Data

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