



## Chandler Creek Elementary

301 Chandler Road  
Greer, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	865 Students	
<b>Principal</b>	Katherine Bayne	864-355-2400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	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**

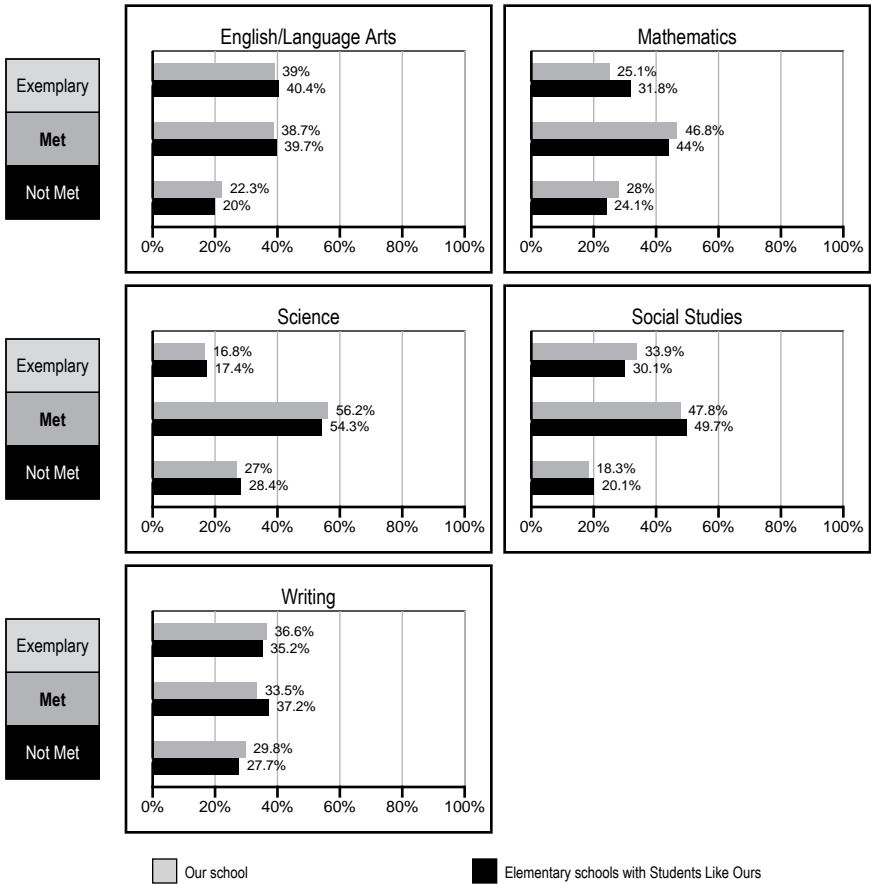
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
10	26	51	2	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=865)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.0%	1.9%	1.9%
Attendance rate	96.4%	Down from 96.5%	96.2%	96.3%
Eligible for gifted and talented	12.8%	Up from 12.2%	11.9%	10.0%
With disabilities other than speech	13.0%	Up from 12.7%	8.1%	7.7%
Older than usual for grade	1.0%	Up from 0.7%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	42.1%	Down from 45.8%	58.8%	59.4%
Continuing contract teachers	57.9%	Up from 52.5%	84.3%	80.0%
Teachers with emergency or provisional certificates	6.5%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	68.7%	Down from 68.8%	88.0%	85.9%
Teacher attendance rate	94.9%	Down from 96.1%	95.3%	95.1%
Average teacher salary*	\$40,446	Up 4.0%	\$46,824	\$47,149
Professional development days/teacher	17.0 days	Down from 17.2 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,754	Up 2.2%	\$6,996	\$7,458
Percent of expenditures for instruction**	71.1%	Up from 70.6%	69.0%	68.8%
Percent of expenditures for teacher salaries**	67.0%	Up from 65.0%	64.1%	63.2%

\* 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

Chandler Creek Elementary prides itself on maintaining an emphasis on academics in a safe, nurturing environment. This year our school served approximately 850 students. We continue to work as a professional development site for the International Baccalaureate Primary Years Programme. Our teaching staff participates in sustained professional development in Learning Focused, Balanced Literacy, and Inquiry-Based Instruction.

Our priority for strengthening our organizational capacity for effectiveness is the continuation of the implementation of PYP as an overarching umbrella so that all programs are integrated and all students are able to learn and succeed. The curriculum framework for international primary education, coupled with South Carolina Standards and District initiatives are the blueprints that guide our planning and instructional delivery. The teachers are the project managers who model, guide, coach, and inspire. We set our goals high and establish strong academic foundations for all learners. Our interventions are monitored and adjusted to be sure we measure academic growth through common assessments to determine planning and instructional practices.

Chandler Creek's positive learning environment provides all students with the opportunity to stretch and set goals for reaching their potential, to be active participants, and motivated while becoming responsible learners. All stakeholders at Chandler Creek make a commitment to all children so they know and feel success.

This past year, Chandler Creek was the recipient of a \$2,500.00 Alliance for Quality Education Grant for Parent Involvement. The emphasis placed on relationships with parents and their children, rigor and relevance, and student responsibility have resulted in improved student achievement in all ethnic groups. Our goal for the upcoming year is to continue improving student achievement and meet all the needs of our students, whether they are academic, social, or emotional.

Deborah Hipp, School Improvement Chairperson  
Katherine Bayne, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	97	85
Percent satisfied with learning environment	96.4%	87.2%	81.0%
Percent satisfied with social and physical environment	98.2%	86.5%	87.1%
Percent satisfied with school-home relations	90.9%	92.8%	79.5%

\* 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 28 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	370	100	22.3	38.7	39	85.8	84	82.8	Yes	Yes
<b>Gender</b>										
Male	188	100	26.3	41.3	32.4	83.2	80.8	79.3	N/A	N/A
Female	182	100	18	35.9	46.1	88.6	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	231	100	17.3	31.8	50.9	90	89.5	89.5	Yes	Yes
African American	71	100	29.9	52.2	17.9	79.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	62	100	34.5	45.5	20	76.4	74.8	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	51.4	40	8.6	60	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	55	100	37.5	43.8	18.8	75	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	209	100	29.9	43.3	26.7	80.7	74.4	75.5	Yes	Yes

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

All Students	370	100	28	46.8	25.1	82.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	188	100	30.2	45.3	24.6	81.6	79.6	77	N/A	N/A
Female	182	100	25.7	48.5	25.7	82.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	231	100	19.5	45.9	34.5	87.7	87	87.2	Yes	Yes
African American	71	100	44.8	46.3	9	68.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	62	100	43.6	49.1	7.3	74.5	75.3	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	64.3	30	5.7	48.6	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	55	100	45.8	47.9	6.3	75	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	209	100	40.1	45.5	14.4	73.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	242	100	27.3	55.9	16.7	72.7	71.3	67.5
<b>Gender</b>								
Male	119	100	28.9	56.1	14.9	71.1	70.8	67
Female	123	100	25.7	55.8	18.6	74.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	147	100	20	57.9	22.1	80	79.5	79.5
African American	49	100	42.6	48.9	8.5	57.4	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	43	100	36.8	55.3	7.9	63.2	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	49	100	N/AV	N/AV	N/AV	39.6	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	37	100	39.4	51.5	9.1	60.6	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	142	100	35.4	55.1	9.4	64.6	57.5	55.1
<b>Social Studies</b>								
All Students	244	100	18.2	48.1	33.8	81.8	75.7	72.3
<b>Gender</b>								
Male	123	100	21.6	48.3	30.2	78.4	75.1	71.5
Female	121	100	14.8	47.8	37.4	85.2	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	161	100	14.3	44.8	40.9	85.7	81.7	80.7
African American	41	100	27	56.8	16.2	73	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	38	100	27.8	55.6	16.7	72.2	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	43	100	44.2	46.5	9.3	55.8	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	34	100	28.1	62.5	9.4	71.9	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	134	100	25.4	50	24.6	74.6	63.9	62.1

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
<b>Writing</b>										
All Students	370	100	29.8	33.5	36.6	70.2	72.9	70.2	96.4	96.5
<b>Gender</b>										
Male	188	100	37.9	33	29.1	62.1	66.4	63.2	96.3	96.4
Female	182	100	21.2	34.1	44.7	78.8	79.7	77.5	96.5	96.5
<b>Racial/Ethnic Group</b>										
White	233	100	21	34.8	44.2	79	80.5	79.1	96.1	96.3
African American	71	100	42.6	30.9	26.5	57.4	57.1	57.6	96.7	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.1	97.6
Hispanic	61	100	51.8	28.6	19.6	48.2	61.3	62.6	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	93.1	95.2
<b>Disability Status</b>										
Disabled	74	100	65.8	27.4	6.8	34.2	28.4	26.1	95.7	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	55	100	53.1	28.6	18.4	46.9	60.5	61.2	97	97.2
<b>Socio-Economic Status</b>										
Subsided meals	209	100	39.4	37.8	22.8	60.6	58.8	58.9	96	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	127	100	27.1	33.9	39	72.9
	4	116	100	21.8	40	38.2	78.2
	5	127	100	17.8	42.4	39.8	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	127	100	36.4	39	24.6	63.6
	4	116	100	21.8	49.1	29.1	78.2
	5	127	100	25.4	52.5	22	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	62	100	38.6	45.6	15.8	61.4
	4	116	100	20	61.8	18.2	80
	5	64	100	30	55	15	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	65	100	24.2	43.5	32.3	75.8
	4	116	100	14.5	50.9	34.5	85.5
	5	63	100	18.6	47.5	33.9	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	128	100	37.2	24.8	38	62.8
	4	117	100	27.7	44.6	27.7	72.3
	5	125	100	24.4	31.9	43.7	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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