



Chester Middle

1014 McCandless Road
Chester, South Carolina

Grades	6-8 Middle School	
Enrollment	677 Students	
Principal	Gail R. Hamilton	803-377-8192
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

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

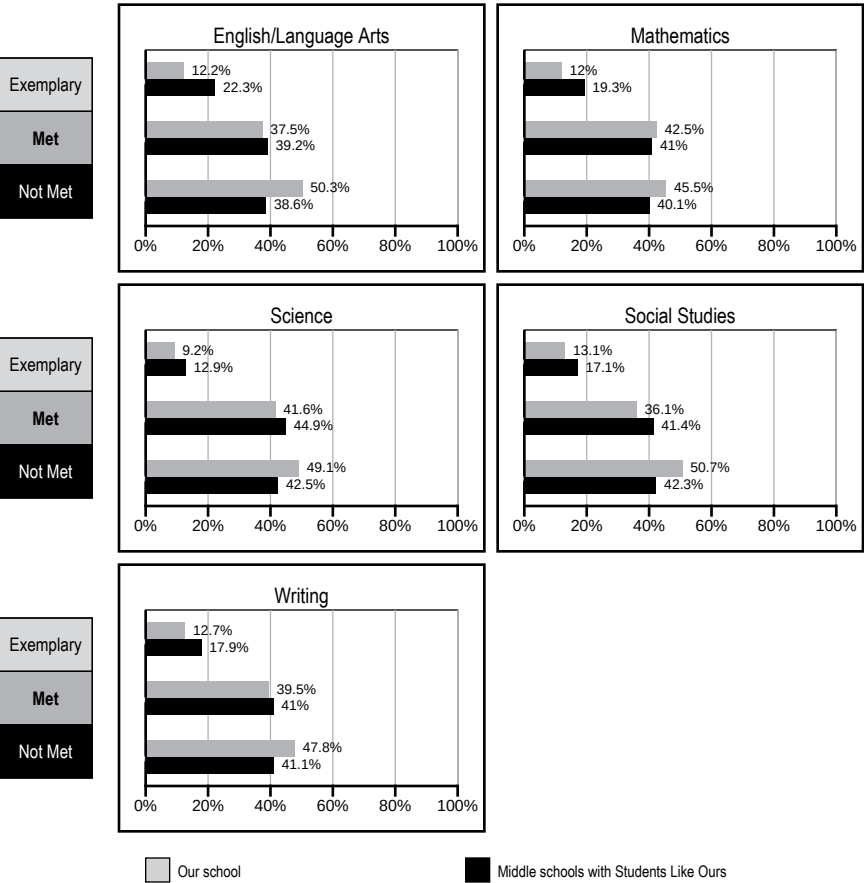
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	15	3

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

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	97.8%	91.4%
English 1	88.1%	89.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	93.1%	91.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=677)				
Students enrolled in high school credit courses (grades 7 & 8)	56.4%	Up from 16.8%	20.5%	21.6%
Retention rate	1.8%	Down from 3.1%	1.8%	1.2%
Attendance rate	94.4%	No Change	95.4%	95.9%
Eligible for gifted and talented	0.0%	Down from 11.7%	10.6%	14.8%
With disabilities other than speech	11.8%	Up from 10.7%	15.3%	12.6%
Older than usual for grade	6.8%	Down from 7.5%	3.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	20.5%	Up from 0.8%	1.1%	0.6%
Annual dropout rate	0.6%	Down from 1.3%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	54.1%	Down from 55.0%	56.9%	56.9%
Continuing contract teachers	67.2%	Up from 66.7%	67.6%	72.7%
Teachers with emergency or provisional certificates	2.0%	Down from 8.2%	9.1%	5.3%
Teachers returning from previous year	78.0%	Up from 74.7%	78.9%	82.9%
Teacher attendance rate	96.2%	Up from 93.9%	95.3%	95.2%
Average teacher salary*	\$46,709	Up 1.4%	\$45,974	\$46,599
Professional development days/teacher	5.8 days	Down from 10.1 days	11.4 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 12.7 to 1	18.9 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 85.7%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.0%	Up from 77.3%	97.8%	97.8%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$7,797	Up 17.8%	\$8,113	\$7,645
Percent of expenditures for instruction**	70.1%	Up from 67.3%	62.4%	63.4%
Percent of expenditures for teacher salaries**	63.9%	Up from 62.5%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Chester Middle School and the Chester community have faced many challenges during the past year. The district has had to release teachers and end programs due to state budget cuts. Non-school related issues impacting the school environment included a slowing economy, increasing unemployment rates, the breakdown of family structure, and the advent of neighborhood gangs. Despite these outside factors, students and faculty members have continued to strive for improvement and success. Additional training in data analysis, The Reading Academy and Single Gender initiatives have helped students realize a 42% increase in English Language Arts, a 78% increase in math and a 24% increase in science on the Measure of Academic Progress assessments.

The Reading Academy is a computerized reading remediation program that offers individualized instruction to students. Success was indicated by students' academic improvement. 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 subjects. King's Crew, a program that promotes positive character and behavior, was continued. The Beta Club competed on the state level placing 2nd in the arts and crafts competition and 3rd in the banner competition.

Chester Middle School is very proud of its students for their academic achievements. Two students were selected to attend the Governor's School and two additional students received the honor of being named Duke Scholars in the 7th grade.

As we move into the new school year, Chester Middle School is excited to continue initiatives that have helped improve student achievement. In addition, Chester Middle School will implement a school-wide remediation/enrichment and character education program to continue to meet the recommendations made by the Leadership Team, parents and faculty. We encourage parents and community members to become involved in the educational process and the lives of our students. Collaboration among teachers, parents and the community is essential to ensure the success of our young people.

Mrs. Gail Hamilton, Principal
Mrs. Treneiece Emerson, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	155	50
Percent satisfied with learning environment	87.9%	76.8%	72.0%
Percent satisfied with social and physical environment	87.9%	71.5%	70.0%
Percent satisfied with school-home relations	50.9%	75.7%	63.3%

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

Abbreviations for Missing Data

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. 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	21.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	94.4%	94.0%*	Yes

* Or greater than last year

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	653	99.5	51	37	11.9	60.9	73.2	82.8	Yes	Yes
Gender										
Male	346	99.1	53.6	36.1	10.3	56.7	69.4	79.3	N/A	N/A
Female	307	100	48.3	38	13.7	65.3	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	257	99.6	37.9	43	19.1	73.6	80.9	89.5	Yes	Yes
African American	389	99.5	59.3	33.1	7.6	52.8	64.8	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	72	98.6	77.6	13.4	9	31.3	44.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	467	99.4	57.8	33.5	8.8	54.2	66.1	75.5	No	Yes

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

All Students	653	99.4	47.3	42.5	10.1	66.8	71.4	78.9	Yes	Yes
Gender										
Male	346	98.8	50.5	37.7	11.8	64.5	70	77	N/A	N/A
Female	307	100	44	47.7	8.3	69.3	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	257	99.2	33.2	50.2	16.6	77	79.8	87.2	Yes	Yes
African American	389	99.5	55.4	38.3	6.3	60.9	62.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	72	98.6	79.1	13.4	7.5	29.9	37.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	467	99.1	53.7	39.6	6.7	60.9	64	70.2	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	433	98.4	48.5	41.7	9.7	51.5	54.9	67.5
Gender								
Male	231	97	49.3	37.7	13	50.7	55.2	67
Female	202	100	47.7	46.2	6.1	52.3	54.5	68
Racial/Ethnic Group								
White	175	98.3	31.5	51.2	17.3	68.5	67.6	79.5
African American	254	98.4	59.9	35.6	4.5	40.1	40.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	45	95.6	70	22.5	7.5	30	31	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.6	59.6
Socio-Economic Status								
Subsided meals	303	98.7	54.5	39	6.6	45.5	44.8	55.1

Social Studies								
All Students	430	98.4	49.9	36.3	13.8	50.1	63	72.3
Gender								
Male	218	97.3	48	35.5	16.5	52	63.5	71.5
Female	212	99.5	51.7	37.1	11.2	48.3	62.5	73.2
Racial/Ethnic Group								
White	163	97.6	39.3	41.4	19.3	60.7	70.4	80.7
African American	262	98.9	56.4	32.7	10.9	43.6	54.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	49	98	68.2	25	6.8	31.8	41	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	86.7	67.9
Socio-Economic Status								
Subsided meals	315	98.4	56.4	33.1	10.5	43.6	54.8	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	666	97.9	47.7	39.6	12.7	52.3	58.7	70.2	94.4	95.5
Gender										
Male	353	96.9	56.5	33	10.5	43.5	52	63.2	93.4	95.2
Female	313	99	38.4	46.6	15.1	61.6	65.8	77.5	95.4	95.9
Racial/Ethnic Group										
White	266	98.1	35.1	46.5	18.4	64.9	68	79.1	93.8	95.1
African American	393	97.7	55.9	35.1	9	44.1	48.4	57.6	94.8	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	86.2	54.7	96.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.4	62.6	92.2	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.6	94.3
Disability Status										
Disabled	76	85.5	N/AV	N/AV	N/AV	6.5	13.9	26.1	91.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.2	61.2	88.7	96.3
Socio-Economic Status										
Subsidized meals	471	97.5	54.6	37.9	7.6	45.4	49	58.9	94.1	95.1

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 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	211	99.5	49.8	36.9	13.3	50.2
	7	211	99.5	49.5	39.5	11	50.5
	8	231	99.6	53.7	34.9	11.5	46.3
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	211	99.1	39.4	44.8	15.8	60.6
	7	211	99.5	45	45.5	9.5	55
	8	231	99.6	56.9	37.6	5.5	43.1
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	104	99	54.5	39.6	5.9	45.5
	7	210	98.6	45.7	42.6	11.7	54.3
	8	119	97.5	48.2	42.1	9.6	51.8
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	106	99.1	29.4	54.9	15.7	70.6
	7	211	99.1	57.8	28.6	13.6	42.2
	8	113	96.5	54.8	32.7	12.5	45.2
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	212	97.6	45.5	39.5	15	54.5
	7	213	98.6	51.2	39.9	8.9	48.8
	8	241	97.5	46.5	39.4	14.2	53.5

Abbreviations for Missing Data

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