



Chesnee Middle

805 South Alabama Ave.
Chesnee, SC 29323

Grades	6-8 Middle School	
Enrollment	510 Students	
Principal	Dale R. Campbell	864-461-3900
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

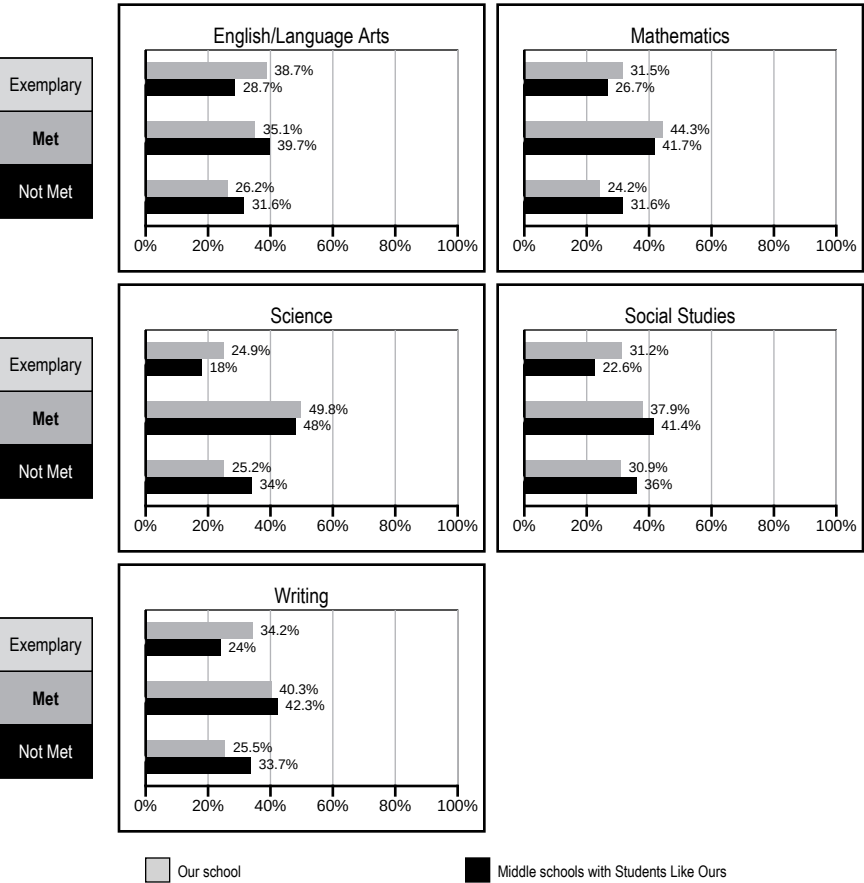
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	0

* 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	100.0%	97.5%
English 1	100.0%	97.2%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=510)				
Students enrolled in high school credit courses (grades 7 & 8)	5.9%	Up from 5.8%	19.8%	21.6%
Retention rate	0.6%	Up from 0.4%	1.5%	1.2%
Attendance rate	95.7%	Down from 95.8%	95.7%	95.9%
Eligible for gifted and talented	11.2%	Down from 11.9%	15.8%	14.8%
With disabilities other than speech	12.7%	Up from 12.3%	13.7%	12.6%
Older than usual for grade	0.6%	Up from 0.4%	2.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Up from 55.6%	55.1%	56.9%
Continuing contract teachers	80.6%	No Change	75.5%	72.7%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	4.6%	5.3%
Teachers returning from previous year	93.7%	Up from 92.8%	84.1%	82.9%
Teacher attendance rate	95.3%	Up from 94.9%	95.3%	95.2%
Average teacher salary*	\$51,544	Up 4.5%	\$46,011	\$46,599
Professional development days/teacher	8.5 days	Down from 9.8 days	10.2 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.3 to 1	20.5 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.0%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.7%	Down from 87.2%	97.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,627	Up 14.1%	\$7,400	\$7,645
Percent of expenditures for instruction**	59.6%	Down from 62.0%	64.5%	63.4%
Percent of expenditures for teacher salaries**	57.1%	Down from 60.0%	59.9%	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

During the 2008-09 school year, Chesnee Middle School continued in the tradition of being exceptional in academics for students and their teachers. One teacher earned a Doctorate Degree in Educational Leadership. We boast of nine total National Board Certified teachers, which is one of the highest numbers in District Two. Sixty-nine students were in the Beta Club. Four students attended the Junior Young Leaders Conference in Washington, D.C., to sharpen their leadership skills. 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 qualified as Junior Scholars. Eight seventh-grade students participated in the Duke University Talent Identification Project. Seven Duke Scholars were recognized at the state level, and one earned National Recognition. One student was accepted to the Scholar's Academy at USC-Upstate, where that student will earn dual high school and college credit. Students and staff published a newsletter, The Aerie, and a variety of other indigenous publications.

Chesnee Middle School shines with athletic achievements. Students enjoyed playing for the Fighting Eagles' football and basketball teams. Three 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. 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. The orchestra students won their seventh consecutive Superior rating at the SCMEA Concert Festival. Chesnee Middle School students, in alliance with students from Chesnee High, formed the Winter Guard and Winter Drum Line. Our art students' art work was displayed in an in-house show, in which chorus, band, and orchestra students entertained the community with concerts.

As part of our Character Education Program, the students of Chesnee Middle School participated in many charitable activities. Our school collected over fifteen hundred dollars for the March of Dimes. Students sold Valentines for "Pennies for Patients." We also donated over one thousand cans of food for the Spartanburg County Food Bank during the Thanksgiving Holiday. We collected forty-two shoeboxes for Operation Christmas Child. As a demonstration of our students' patriotism, the soldiers in Iraq and Afghanistan received shoeboxes filled with toiletry items and sundries. Our students continued to demonstrate their generosity with a Toy Drive to assist local families during Christmas. Faculty and staff also provided Christmas gifts for needy families in the Chesnee area.

Our school demonstrates earth-friendly recycling projects by using washable plates and forks in our cafeteria and maintaining a recycling center in the back of our school. 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	21	125	34
Percent satisfied with learning environment	100.0%	86.4%	93.9%
Percent satisfied with social and physical environment	100.0%	88.8%	84.4%
Percent satisfied with school-home relations	81.0%	84.8%	78.8%

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

School Adequate Yearly Progress

NO

This school met 19 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	502	99.8	27.1	35.7	37.2	81.3	87.4	82.8	Yes	Yes
Gender										
Male	266	100	32	35.1	32.8	75.3	84.4	79.3	N/A	N/A
Female	236	99.6	21.5	36.4	42.1	88.2	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	423	99.8	25.3	35.8	38.9	81.5	89.4	89.5	Yes	Yes
African American	61	100	38.3	35	26.7	81.7	82.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	92.3	I/S	I/S
Hispanic	15	100	30.8	30.8	38.5	69.2	72.2	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	66	100	69.2	27.7	3.1	40	52.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	38.1	28.6	33.3	66.7	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	321	100	35.9	36.6	27.5	75.7	81.4	75.5	Yes	Yes

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

All Students	502	99.8	25.1	45.2	29.8	83.4	86.3	78.9	Yes	Yes
Gender										
Male	266	100	29.7	38.2	32	79.9	84.3	77	N/A	N/A
Female	236	99.6	19.7	53.1	27.2	87.3	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	423	99.8	23.1	45	31.9	83.9	88	87.2	Yes	Yes
African American	61	100	35	46.7	18.3	81.7	78.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.9	93	I/S	I/S
Hispanic	15	100	30.8	46.2	23.1	69.2	77.7	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	66	100	70.8	26.2	3.1	41.5	52	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	28.6	42.9	28.6	81	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	321	100	32.7	44.3	23	76.7	80.6	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	335	99.4	25	50	25	75	76.3	67.5
Gender								
Male	177	99.4	29.7	43	27.3	70.3	75.2	67
Female	158	99.4	19.7	57.9	22.4	80.3	77.5	68
Racial/Ethnic Group								
White	285	99.3	22.9	50.5	26.5	77.1	80.3	79.5
African American	39	100	38.5	46.2	15.4	61.5	60	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	42	100	68.3	26.8	4.9	31.7	35.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
English Proficiency								
Limited English Proficient	12	100	41.7	41.7	16.7	58.3	65.6	59.6
Socio-Economic Status								
Subsided meals	208	100	34	48	18	66	65.7	55.1

Social Studies

All Students	335	99.4	30.7	38	31.3	69.3	77.4	72.3
Gender								
Male	173	99.4	33.1	30.8	36.1	66.9	77.1	71.5
Female	162	99.4	28	45.9	26.1	72	77.8	73.2
Racial/Ethnic Group								
White	278	99.6	28.4	37.6	33.9	71.6	79.4	80.7
African American	43	100	42.9	45.2	11.9	57.1	70	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.5	88.5
Hispanic	13	92.3	41.7	16.7	41.7	58.3	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	45	100	81.8	13.6	4.5	18.2	43.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	50.7
English Proficiency								
Limited English Proficient	19	94.7	38.9	27.8	33.3	61.1	71	67.9
Socio-Economic Status								
Subsided meals	223	99.6	38.6	38.6	22.8	61.4	68.7	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	504	99.6	25.4	40.4	34.3	74.6	79.7	70.2	95.7	96.3
Gender										
Male	266	99.6	34.2	38.1	27.7	65.8	73.9	63.2	95.2	96.2
Female	238	99.6	15.5	42.9	41.6	84.5	86.2	77.5	96.1	96.3
Racial/Ethnic Group										
White	427	99.5	24.5	38.8	36.7	75.5	82.2	79.1	95.4	96
African American	61	100	28.3	48.3	23.3	71.7	72.9	57.6	97.1	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	77.5	86.2	97.6	97.4
Hispanic	13	100	30.8	53.8	15.4	69.2	61.6	62.6	96	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	94.4	96.2
Disability Status										
Disabled	66	100	N/AV	N/AV	N/AV	23.1	31.2	26.1	93.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	21	100	42.9	38.1	19	57.1	65.8	61.2	97	96.9
Socio-Economic Status										
Subsided meals	319	99.7	34.4	39.5	26	65.6	69.8	58.9	94.9	95.7

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	171	100	30.5	32.3	37.1	69.5
	7	168	99.4	23.3	34.4	42.3	76.7
	8	163	100	27.4	40.8	31.8	72.6
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	171	100	24.6	45.5	29.9	75.4
	7	168	99.4	20.9	45.4	33.7	79.1
	8	163	100	29.9	44.6	25.5	70.1
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	85	100	36.1	49.4	14.5	63.9
	7	168	99.4	19.6	51.5	28.8	80.4
	8	82	98.8	24.4	47.4	28.2	75.6
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	86	98.8	15.5	46.4	38.1	84.5
	7	168	99.4	34.4	35	30.7	65.6
	8	81	100	39.2	35.4	25.3	60.8
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	171	100	28.6	35.1	36.3	71.4
	7	169	100	21.6	37.7	40.7	78.4
	8	164	98.8	25.9	48.7	25.3	74.1

Abbreviations for Missing Data

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