



RALPH CHANDLER MIDDLE

4231 Fork Shoals Road
Simpsonville, SC 29680

Grades	6-8 Middle School	
Enrollment	637 Students	
Principal	Rita Mantooth	864-452-0300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

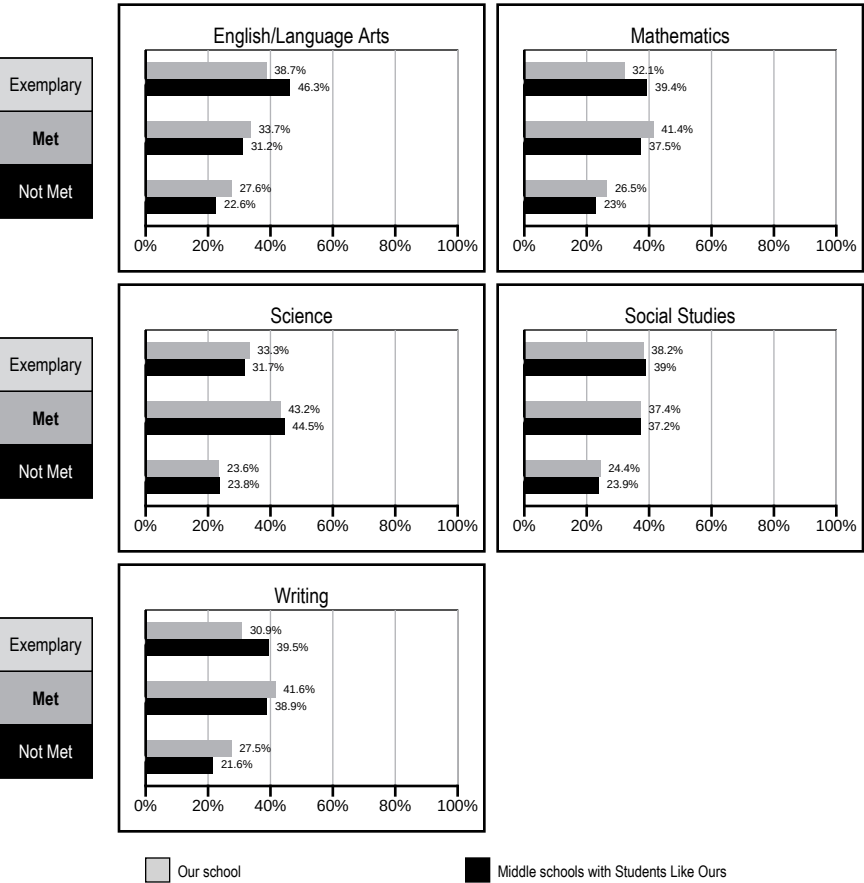
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	18	3	1	0

* Ratings are calculated with data available by 03/09/2011.

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	96.7%	98.3%
English 1	100.0%	98.2%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	97.3%	97.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=637)				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Up from 18.2%	37.9%	24.2%
Retention rate	0.3%	Down from 1.1%	0.6%	0.7%
Attendance rate	95.6%	Down from 96.1%	96.6%	95.9%
Eligible for gifted and talented	20.4%	Up from 16.1%	26.2%	16.4%
With disabilities other than speech	11.5%	Down from 14.2%	10.5%	12.0%
Older than usual for grade	1.4%	Down from 2.7%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.5%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	41.5%	Down from 43.6%	58.2%	58.5%
Continuing contract teachers	65.9%	Up from 43.6%	83.2%	80.0%
Teachers with emergency or provisional certificates	3.3%	Down from 3.4%	2.4%	4.0%
Teachers returning from previous year	N/A	N/A	87.4%	84.6%
Teacher attendance rate	97.4%	Up from 97.1%	95.9%	95.4%
Average teacher salary*	\$39,151	Down 2.0%	\$48,169	\$46,561
Professional development days/teacher	10.3 days	Up from 10.2 days	8.6 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.9 to 1	22.0 to 1	21.1 to 1
Prime instructional time	92.6%	Down from 93.1%	92.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 89.7%	97.7%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$6,808	N/A	\$7,150	\$7,802
Percent of expenditures for instruction**	58.8%	N/A	65.6%	63.8%
Percent of expenditures for teacher salaries**	56.4%	N/A	63.2%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Ralph Chandler Middle School opened its doors in August 2008 to serve families in the Simpsonville and Fork Shoals communities. RCMS is a family-friendly school where parents, community, and staff work to create a school climate that fosters academic rigor and high expectations. Our enrollment during our second year grew to 634 students. This allowed us to increase teaching staff and support personnel.

The first state assessment on the PASS test in spring of 2009 indicated that 67.7% of our students met or exceeded the standard in ELA and 60.3% met or exceeded the standard in Math. These results provided the basis for our first state report card rating of Average with an improvement rating of Average. Data analysis including our review of benchmark tests and MAP scores allowed us to provide rigorous academic experiences for our students and was the foundation for professional development for our teachers.

Our students excelled this year in a variety of areas: 50% of our students were recognized on honor rolls during the year; 12 - 8th graders qualified as Junior Scholars; 44 - 7th graders qualified for the Duke Talent Identification Program. In addition, a student was one of the top 15 Geography Bee contestants at the state level and our orchestra achieved a Superior rating at the state Music Educators Concert Festival.

Parent leadership organizations such as the PTSA and SIC continue to actively support the mission and vision of our school. The legacy of inaugural parent organizations includes grants to support school programs and the creation of a mentor program. In addition, a permanent display of the National Exchange Club Freedom Shrine will be used to supplement instruction.

We are proud of our accomplishments to date and look forward to providing excellent academic experiences for our students as well as continuing our efforts to promote community engagement. For more information concerning our school, please visit our website at [http:// www.greenville.k12.sc.us/chandler/](http://www.greenville.k12.sc.us/chandler/).

Rita Mantooth, Principal

Patricia Lemons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	142	48
Percent satisfied with learning environment	94.1%	61.3%	89.1%
Percent satisfied with social and physical environment	100.0%	68.3%	81.3%
Percent satisfied with school-home relations	97.1%	78.3%	77.1%

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

Abbreviations for Missing Data

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

No Child Left Behind

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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	617	100	27.7	34.3	38	82.9	84.7	83.5	Yes	Yes
Gender										
Male	322	100	31.3	33.6	35.2	78.2	81.3	80.1	N/A	N/A
Female	295	100	23.8	35.1	41.1	87.9	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	491	100	24.4	34.7	40.9	85.8	90	89.6	Yes	Yes
African American	81	100	47.4	34.2	18.4	67.1	73.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	32	100	25	28.6	46.4	78.6	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	68	100	73.4	17.2	9.4	42.2	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	47.8	26.1	26.1	56.5	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	228	100	45.5	29.9	24.6	70.1	76.1	76.9	Yes	Yes

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

All Students	617	100	27.7	42.1	30.2	81.2	82	80.4	Yes	Yes
Gender										
Male	322	100	25.7	45.3	29	81.8	80.5	78.4	N/A	N/A
Female	295	100	29.8	38.7	31.6	80.5	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	491	100	23.7	43.6	32.6	84.5	87.7	87.8	Yes	Yes
African American	81	100	52.6	30.3	17.1	60.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	32	100	21.4	42.9	35.7	85.7	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	68	100	75	23.4	1.6	34.4	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	34.8	52.2	13	78.3	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	228	100	40.8	43.6	15.6	72	72.9	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	413	99.8	23	43.3	33.7	77	70.6	67.3
Gender								
Male	222	99.6	24.5	41	34.4	75.5	70.1	66.9
Female	191	100	21.3	45.9	32.8	78.7	71.1	67.7
Racial/Ethnic Group								
White	327	99.7	19.4	43.3	37.3	80.6	80.2	79.6
African American	58	100	41.8	49.1	9.1	58.2	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	21	100	26.3	31.6	42.1	73.7	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	46	97.8	72.1	23.3	4.7	27.9	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	19	100	29.4	52.9	17.6	70.6	60.6	58.6
Socio-Economic Status								
Subsidized meals	161	99.4	36.2	42.3	21.5	63.8	57.1	55.4

Social Studies

All Students	415	99.5	24.3	37.2	38.5	75.7	73.2	70.9
Gender								
Male	205	99.5	22.6	34.9	42.6	77.4	72.8	70.1
Female	210	99.5	26	39.5	34.5	74	73.7	71.7
Racial/Ethnic Group								
White	328	100	21.5	38	40.5	78.5	79.8	79.2
African American	54	100	45.1	37.3	17.6	54.9	57.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	24	95.8	15	25	60	85	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	39	94.9	60	31.4	8.6	40	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	20	90	31.3	25	43.8	68.8	69	68
Socio-Economic Status								
Subsidized meals	154	98.7	34.3	40	25.7	65.7	61.6	60.8

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	629	99.7	26.7	41.8	31.5	73.3	74	72.1	95.6	96.2
Gender										
Male	333	99.7	34.8	43	22.3	65.2	67.2	65.2	95.6	96.2
Female	296	99.7	18	40.6	41.3	82	81.1	79.2	95.5	96.3
Racial/Ethnic Group										
White	497	99.6	23.4	42.3	34.3	76.6	81.6	80.8	95.4	96.1
African American	87	100	44.2	39	16.9	55.8	58.6	59.7	96.5	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.8	87	97.1	97.5
Hispanic	32	100	21.4	42.9	35.7	78.6	63.1	64.6	95.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	75	94.8
Disability Status										
Disabled	67	100	N/AV	N/AV	N/AV	15.9	29.5	27.7	94.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	26	100	52.2	34.8	13	47.8	62.9	63.7	97.5	97
Socio-Economic Status										
Subsidized meals	226	100	40.5	41.9	17.6	59.5	61.1	61.9	94.6	95.6

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	220	100	25.6	42	32.4	74.4
	7	169	100	33.3	45.1	21.6	66.7
	8	170	100	30	46.7	23.3	70
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	242	100	22.6	36.8	40.6	77.4
	7	213	100	30.2	31.2	38.5	69.8
	8	162	100	32	34.7	33.3	68

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	220	100	31.4	46.4	22.2	68.6
	7	169	100	32.7	43.8	23.5	67.3
	8	170	100	48	36	16	52
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	242	100	26.5	36.8	36.8	73.5
	7	213	100	27.8	42.9	29.3	72.2
	8	162	100	29.3	49.3	21.3	70.7

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	107	100	22.1	60.6	17.3	77.9
	7	169	99.4	23.5	53.6	22.9	76.5
	8	86	100	37.3	48	14.7	62.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	121	99.2	25.9	52.6	21.6	74.1
	7	213	100	23.4	40	36.6	76.6
	8	79	100	17.6	37.8	44.6	82.4

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
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	113	100	21.4	50.5	28.2	78.6
	7	169	100	26.8	32.7	40.5	73.2
	8	84	100	30.3	30.3	39.5	69.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	121	99.2	11.2	55.2	33.6	88.8
	7	213	100	31.7	29.8	38.5	68.3
	8	81	98.8	24.3	29.7	45.9	75.7
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	221	99.1	29.5	44	26.6	70.5
	7	170	100	26.1	42	31.8	73.9
	8	168	98.8	33.6	45.4	21.1	66.4
2010	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	240	99.6	29.6	40.8	29.6	70.4
	7	215	100	23.4	40.5	36.1	76.6
	8	174	99.4	26.7	45.3	28	73.3

Abbreviations for Missing Data

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