

CHESNEE MIDDLE

805 South Alabama Ave.
Chesnee, SC 29323

Grades	6-8 Middle School	
Enrollment	498 Students	
Principal	Dale R. Campbell	864-461-3900
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Good**
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

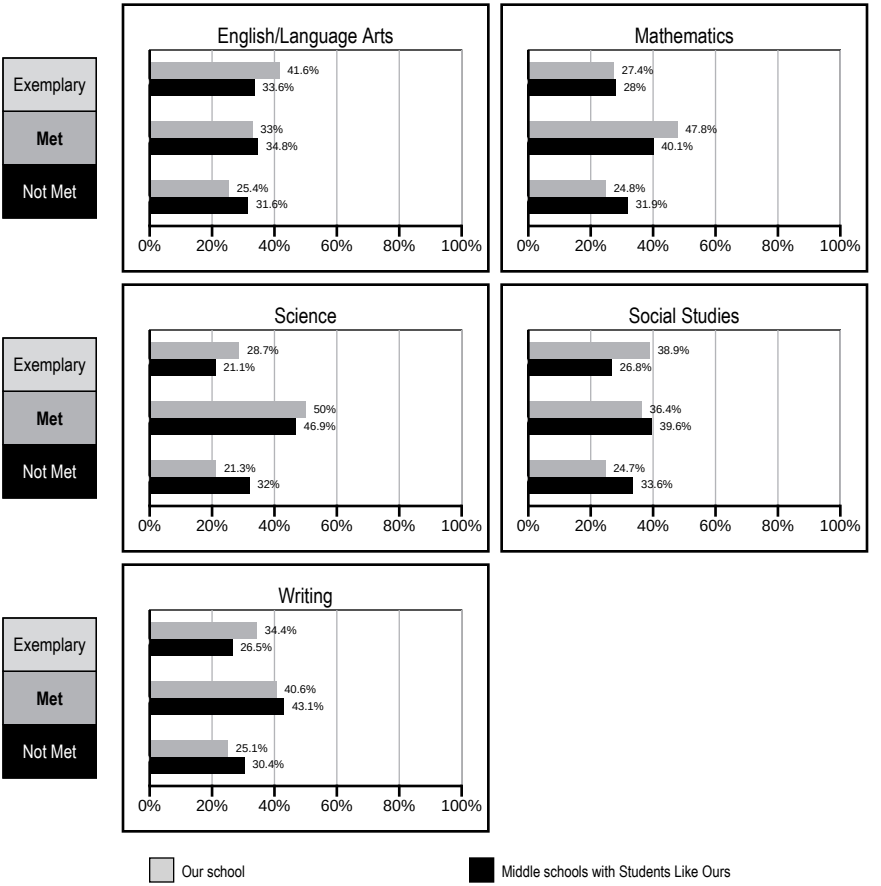
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	44	2	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	96.0%	96.6%
English 1	100.0%	97.8%
Physical Science	N/A	66.0%
US History and the Constitution	N/A	N/A
All Subjects	98.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=498)				
Students enrolled in high school credit courses (grades 7 & 8)	8.4%	Up from 5.9%	24.8%	24.2%
Retention rate	1.4%	Up from 0.6%	0.7%	0.7%
Attendance rate	95.6%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	14.8%	Up from 11.2%	18.0%	16.4%
With disabilities other than speech	13.8%	Up from 12.7%	13.1%	12.0%
Older than usual for grade	0.8%	Up from 0.6%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.8%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	64.9%	Up from 61.1%	57.1%	58.5%
Continuing contract teachers	70.3%	Down from 80.6%	81.1%	80.0%
Teachers with emergency or provisional certificates	2.9%	No Change	3.0%	4.0%
Teachers returning from previous year	94.1%	Up from 93.7%	84.5%	84.6%
Teacher attendance rate	94.8%	Down from 95.3%	95.2%	95.4%
Average teacher salary*	$52,413	Up 1.7%	$45,911	$46,561
Professional development days/teacher	9.2 days	Up from 8.5 days	10.1 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.5 to 1	21.3 to 1	21.1 to 1
Prime instructional time	88.9%	Down from 89.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.5%	Down from 83.7%	97.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$7,913	Down 8.3%	$7,740	$7,802
Percent of expenditures for instruction**	64.2%	Up from 59.6%	64.2%	63.8%
Percent of expenditures for teacher salaries**	61.8%	Up from 57.1%	60.4%	60.0%

* 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

During the 2009-2010 school year, Chesnee Middle School continued the tradition of being exceptional in academics for students and their teachers. Two teachers earned National Board Certification which brings our school's total to eleven. Ninety-seven students were in the Beta Club. One student attended the Junior Young Leaders Conference in Charlotte, N.C., to develop his leadership skills. Over two hundred and fifty students were honored as STAR students. Thirteen eighth grade students qualified as Junior Scholars. Fifteen seventh grade students participated in the Duke University Talent Identification Project. Two Duke Scholars were recognized at the state level and one at the national level. Students and staff published a newsletter, The Aerie, and a variety of other indigenous publications. Chesnee Middle School's Battle of the Brains team fought their way to the "Elite Eight" group of semi-finalists. CMS also participated in the Accelerated Reader Program and the Spelling Bee.

Chesnee Middle School shines with athletic achievements. Students enjoyed playing for the Fighting Eagles' football and basketball teams. Many of our students participate on the golf team, wrestling team, track team, 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 eighth consecutive Superior rating at the SCMEA Concert Festival. Our art students' projects were displayed at the Piedmont Interstate Fair and at an in-house show. The Department of Natural Resources used drawings from three art students as advertisements for the "Reel Art" contest. Sixth grade students entertained local daycare facilities and elementary school students by acting like famous characters in children's novels in "Characters Alive."

As part of our Character Education Program, the students of Chesnee Middle School participated in many charitable activities. Our school collected over nine 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 Chesnee area food bank during the Thanksgiving Holiday. As a demonstration of our students' patriotism, the soldiers in Iraq and Afghanistan received shoeboxes filled with toiletry items and sundries. Students offered moral support to children in Haiti by writing letters and sending donations. Faculty and staff also provided Christmas gifts for needy families in the Chesnee area.

Chesnee Middle School is proud of the accomplishments of our school family. The community and school amalgamate to inspire our young people to reach for excellence. 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	28	166	58
Percent satisfied with learning environment	92.6%	73.9%	77.2%
Percent satisfied with social and physical environment	100.0%	80.7%	77.2%
Percent satisfied with school-home relations	89.3%	86.1%	64.9%

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

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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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CHESNEE MIDDLE										03/09/11-4202086
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	514	99.8	26.6	34.3	39.1	82.2	87.5	83.5	Yes	Yes
Gender										
Male	267	99.6	31.7	33.7	34.5	77	85.1	80.1	N/A	N/A
Female	247	100	20.8	35	44.2	88.1	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	430	99.8	25.9	33.7	40.4	82.8	89.1	89.6	Yes	Yes
African American	61	100	31.5	38.9	29.6	79.6	83	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88.6	92.7	I/S	I/S
Hispanic	20	100	29.4	29.4	41.2	76.5	76.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	75	100	76.4	18.1	5.6	36.1	52.6	51.7	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	30.4	34.8	34.8	78.3	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	330	99.7	34.8	35.8	29.4	75.3	81.7	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	514	99.8	25.3	48.5	26.2	83.1	87.7	80.4	Yes	Yes
Gender										
Male	267	99.6	29	44	27	78.2	86	78.4	N/A	N/A
Female	247	100	21.2	53.5	25.2	88.5	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	430	99.8	25.4	47.5	27.1	83.3	88.8	87.8	Yes	Yes
African American	61	100	18.5	63	18.5	85.2	81.5	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	20	100	41.2	29.4	29.4	70.6	82.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	75	100	76.4	19.4	4.2	38.9	53.6	46.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	34.8	39.1	26.1	78.3	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	330	99.7	33.8	45.2	21.1	77.3	82.3	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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CHESNEE MIDDLE								03/09/11-4202086
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	344	100	21.1	50.2	28.7	78.9	75.2	67.3
Gender								
Male	183	100	22.9	44.6	32.6	77.1	74.3	66.9
Female	161	100	19.1	56.6	24.3	80.9	76.2	67.7
Racial/Ethnic Group								
White	287	100	20.1	49.1	30.8	79.9	78.1	79.6
African American	42	100	28.9	57.9	13.2	71.1	63.2	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	74.6	84.4
Hispanic	12	100	I/S	I/S	I/S	I/S	62.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	50	100	65.3	32.7	2	34.7	37.2	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	17	100	28.6	35.7	35.7	71.4	65.1	58.6
Socio-Economic Status								
Subsidized meals	224	100	27.1	51.4	21.4	72.9	66.9	55.4
Social Studies								
All Students	344	100	24.4	36.5	39	75.6	77.8	70.9
Gender								
Male	176	100	25.9	31.9	42.2	74.1	78.1	70.1
Female	168	100	22.8	41.6	35.6	77.2	77.5	71.7
Racial/Ethnic Group								
White	285	100	25.3	32.8	41.9	74.7	80.2	79.2
African American	41	100	22.2	58.3	19.4	77.8	70	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	78.2	86.8
Hispanic	16	100	15.4	46.2	38.5	84.6	65.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	52	100	61.2	30.6	8.2	38.8	46.2	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	41.7	55
English Proficiency								
Limited English Proficient	19	100	22.2	33.3	44.4	77.8	70.5	68
Socio-Economic Status								
Subsidized meals	215	100	33	39.8	27.2	67	69.1	60.8

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CHESNEE MIDDLE										03/09/11-4202086
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	512	99.4	24.6	40.8	34.6	75.4	80.9	72.1	95.6	96.2
Gender										
Male	268	99.3	34.3	37	28.7	65.7	75	65.2	95.5	96.2
Female	244	99.6	13.7	45.1	41.2	86.3	87.6	79.2	95.8	96.2
Racial/Ethnic Group										
White	430	99.3	24.6	40.5	34.9	75.4	82.9	80.8	95.3	96
African American	60	100	21.8	47.3	30.9	78.2	75.3	59.7	97.3	96.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	81.7	87	95.2	97.2
Hispanic	19	100	35.3	23.5	41.2	64.7	68.4	64.6	96.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.6	95.4
Disability Status										
Disabled	74	97.3	N/AV	N/AV	N/AV	20	33.2	27.7	93.2	94.7
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	99.4	96.7
English Proficiency										
Limited English Proficient	24	100	34.8	34.8	30.4	65.2	72.5	63.7	97.3	96.9
Socio-Economic Status										
Subsidized meals	328	99.4	31.9	41.9	26.2	68.1	72.5	61.9	94.8	95.6

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CHESNEE MIDDLE 03/09/11-4202086

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
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	156	100	30.6	35.4	34	69.4
	7	176	99.4	22.6	34.8	42.7	77.4
	8	182	100	26.9	32.9	40.1	73.1
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
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	156	100	23.1	50.3	26.5	76.9
	7	176	99.4	23.8	40.2	36	76.2
	8	182	100	28.7	55.1	16.2	71.3
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
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	78	100	37.3	50.7	12	62.7
	7	175	100	14.6	51.2	34.1	85.4
	8	91	100	19.3	47.7	33	80.7

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CHESNEE MIDDLE 03/09/11-4202086

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	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
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	78	100	19.4	44.4	36.1	80.6
	7	175	100	25	37.8	37.2	75
	8	91	100	27.8	26.6	45.6	72.2
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	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
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	155	100	30.4	31.8	37.8	69.6
	7	178	99.4	26.5	50	23.5	73.5
	8	179	98.9	17.5	39.8	42.8	82.5

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