

CHANDLER CREEK ELEMENTARY

301 Chandler Road
Greer, South Carolina

Grades	PK-5 Elementary School	
Enrollment	912 Students	
Principal	Katherine Bayne	864-355-2400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Good
2008	Average	At-Risk
2007	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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

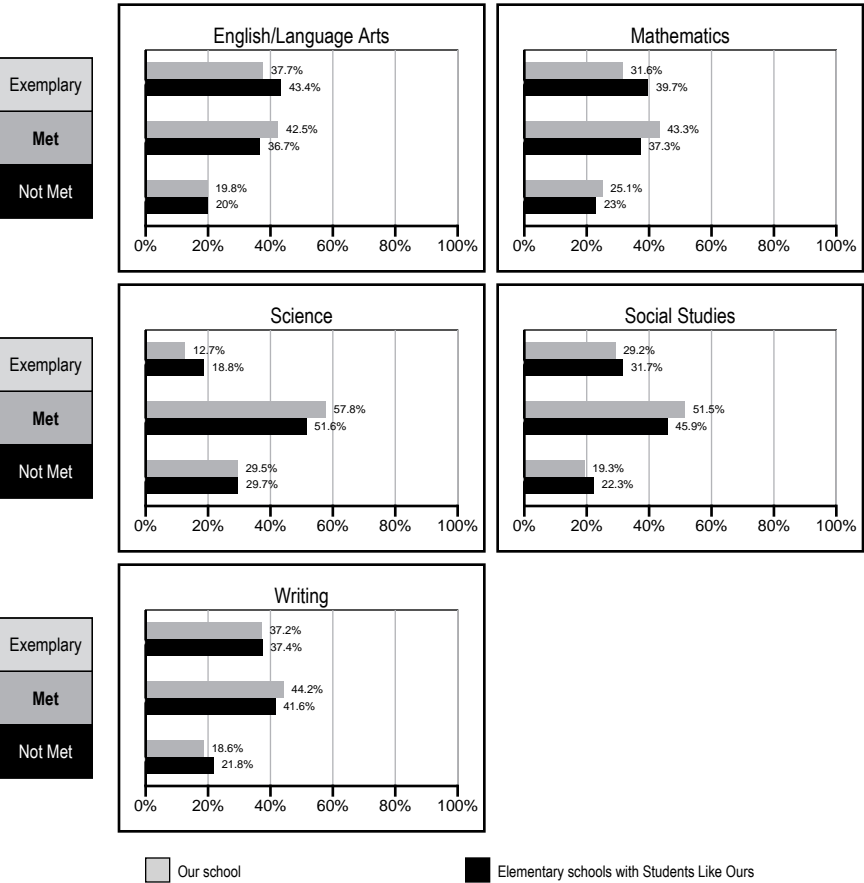
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	42	46	1	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=912)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.8%	1.1%	1.1%
Attendance rate	96.2%	Down from 96.3%	96.1%	96.2%
Served by gifted and talented program	9.2%	Up from 8.1%	14.4%	13.4%
With disabilities other than speech	7.9%	Down from 10.9%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	67.3%	Up from 51.8%	60.7%	62.5%
Continuing contract teachers	81.6%	Up from 69.6%	90.0%	88.2%
Teachers returning from previous year	79.3%	Up from 71.3%	88.4%	87.8%
Teacher attendance rate	95.5%	Down from 97.5%	95.2%	95.2%
Average teacher salary*	\$42,744	Down 0.4%	\$46,534	\$46,773
Professional development days/teacher	13.5 days	Down from 15.3 days	10.3 days	10.5 days
School				
Principal's years at school	14.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.6 to 1	20.2 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 94.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,605	Up 0.7%	\$7,010	\$7,447
Percent of expenditures for instruction**	69.6%	Down from 71.1%	68.3%	68.4%
Percent of expenditures for teacher salaries**	68.5%	Down from 68.8%	65.7%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2010 – 2011 school year at Chandler Creek is a year of establishing higher expectations and creating a professional community of learners with a framework to follow for everyone to work together to meet student achievement goals and to provide students with the best possible education possible. We continue to focus on early detection and assistance for children by providing all day Pre-K classes, Extended Day Programs, Response to Intervention Groups (RTI), computer lab time, RIT Band Groups, regular parent conferences, and staff development opportunities for our teachers. Teachers collaborate together to implement Balanced Literacy in all of the classrooms. Student Achievement Goals' Conferences are held where the teacher and administration discuss student data and ways to deliver differentiated instruction in each classroom to meet the individual needs of all students. Our data walls provide a visual that show we are rigorous and intentional about our instruction. The instructional coach stays abreast of effective research based approaches and models lessons for teachers along with frequent delivery of staff development. The SC Standards and district required initiatives such as Learning Focused are the guides for instructional planning and delivery. Teachers are expected to explain, model, demonstrate, guide, coach and inspire children daily. Academic interventions are monitored and adjusted to ensure academic growth and behavioral success. Parent are connected with a network of volunteers and professionals who problem solve and share guidelines to assist children in specific areas of need. We rely on the strong character development component of the International Baccalaureate Primary Years Programme along with the intervention systems to create well rounded students to become productive citizens. Our partnership with numerous business partners, Mental Health, Community in Schools, Visions of Excellence, mentors, volunteers, Kiwanis Club, teacher cadets, and local universities strengthens the continuum of services we offer our students and supports our instructional needs. Chandler Creek has made solid improvement in academic performances over the past few years despite many challenges. We are confident our student centered and data driven approach to student learning yields strong results as indicated by this year's MAP data. Receiving the Palmetto Silver/Gold Award from the State Department in 2010 reaffirms our approach is working.

Students, faculty and staff members consistently strive for excellence in all facets of school life from academics to extra curricular activities. Extra opportunities we provide range from academic tutorial programs to the Spanish Club, the Champion Step Team, Chorus, the Mileage Club, the Art Club, technology initiatives, academic competitions, service learning, Student Council, Beta Club and to a strong focus on quality citizenship. Parent and community involvement has also been a vital part of our successful school year. We saw increased attendance and participation at School Improvement Council and PTA Meetings. Our school has always been committed to the students, families, and the community we serve. With growing and active parent organizations, we hope all of our stakeholders will continue to be involved in the lives of our students as they soar to new heights in the coming years at Chandler Creek, a school

Where Brainpower and Team work Make Champions.

Katherine Bayne, Principal

SIC Co- Chairs: Suzette Durre & Ray Carmichael

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	114	42
Percent satisfied with learning environment	92.3%	93.9%	88.1%
Percent satisfied with social and physical environment	97.4%	93.0%	95.2%
Percent satisfied with school-home relations	92.3%	88.6%	83.3%

* Only students at the highest elementary 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 25 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

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)

All Students	411	99.8	19.8	42.5	37.7	88.5	84.1	82.4	Yes	Yes
Gender										
Male	206	100	24.3	41.1	34.6	87	80.8	78.7	N/A	N/A
Female	205	99.5	15.3	43.9	40.7	89.9	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	226	100	15.4	38	46.6	89.4	89.7	88.9	Yes	Yes
African American	95	99	26.1	54.5	19.3	83	72.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	89	100	24.7	41.6	33.8	92.2	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	85	100	62.8	34.6	2.6	53.8	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	76	100	24.3	40	35.7	91.4	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	264	100	25.3	45.1	29.5	85.7	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	411	99.8	25.1	43.3	31.6	84.5	84.4	81.9	Yes	Yes
Gender										
Male	206	100	24.3	44.3	31.4	84.9	82.9	79.9	N/A	N/A
Female	205	99.5	25.9	42.3	31.7	84.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	226	100	20.7	37.5	41.8	87.5	89.4	88.9	Yes	Yes
African American	95	99	36.4	46.6	17	76.1	72	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	89	100	24.7	55.8	19.5	85.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	85	100	60.3	38.5	1.3	47.4	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	76	100	22.9	55.7	21.4	85.7	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	264	100	32.1	45.6	22.4	78.1	76.5	74.9	No	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	293	100	29.5	57.8	12.7	70.5	71.6	68.6
Gender								
Male	151	100	30.9	55.1	14	69.1	71.4	68.3
Female	142	100	28	60.6	11.4	72	71.9	68.9
Racial/Ethnic Group								
White	155	100	19	63.4	17.6	81	81	80.7
African American	69	100	35.9	57.8	6.3	64.1	52.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	68	100	47.5	44.3	8.2	52.5	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	57	100	N/AV	N/AV	N/AV	25	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	59	100	40	50.9	9.1	60	61.8	60.7
Socio-Economic Status								
Subsidized meals	188	100	40.4	50.3	9.4	59.6	58.4	57.3

Social Studies

All Students	287	100	19.2	51.7	29.1	80.8	76.1	72.5
Gender								
Male	138	100	20.5	48.4	31.1	79.5	75.9	72
Female	149	100	18.2	54.5	27.3	81.8	76.2	73.1
Racial/Ethnic Group								
White	159	100	13.5	50	36.5	86.5	82.8	81
African American	65	100	29	53.2	17.7	71	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	62	100	24.1	55.6	20.4	75.9	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	63	100	53.4	43.1	3.4	46.6	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	53	100	22.4	53.1	24.5	77.6	70.5	69.7
Socio-Economic Status								
Subsidized meals	188	100	25	54.8	20.2	75	65.2	62.9

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
Writing										
All Students	124	100	18.6	44.2	37.2	81.4	76	73.2	96.2	96.4
Gender										
Male	63	100	21.1	43.9	35.1	78.9	70.2	67.2	96.3	96.3
Female	61	100	16.1	44.6	39.3	83.9	82.1	79.4	96.1	96.4
Racial/Ethnic Group										
White	75	100	14.5	39.1	46.4	85.5	83.1	81.5	95.7	96.2
African American	29	100	21.4	53.6	25	78.6	62.2	61.3	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	96.8	97.6
Hispanic	20	100	31.3	50	18.8	68.8	64.3	66.7	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	92.4	95.8
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	34.8	26.5	26	95.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	14	100	28.6	57.1	14.3	71.4	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	76	100	26.9	49.3	23.9	73.1	63.7	63.2	95.9	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	168	100	16.1	32.2	51.7	83.9
	4	128	100	26.5	43.6	29.9	73.5
	5	111	99.1	17.1	48.6	34.3	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	22.6	34.9	42.5	77.4
	4	170	100	18.5	43.3	38.2	81.5
	5	125	99.2	18.9	48.6	32.4	81.1
	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
Mathematics							
2010	3	168	100	27.3	36.4	36.4	72.7
	4	128	100	20.5	49.6	29.9	79.5
	5	111	100	37.1	41	21.9	62.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	34.9	33	32.1	65.1
	4	170	100	16.6	49	34.4	83.4
	5	125	99.2	27.9	45	27	72.1
	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
Science							
2010	3	83	100	40.3	44.4	15.3	59.7
	4	128	100	25.6	65.8	8.5	74.4
	5	55	100	33.3	58.8	7.8	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	60	100	48.1	29.6	22.2	51.9
	4	170	100	24.7	65.8	9.5	75.3
	5	63	100	25	62.5	12.5	75
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	85	100	22.5	47.9	29.6	77.5
	4	128	100	22.2	51.3	26.5	77.8
	5	56	98.2	37	44.4	18.5	63
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	21.2	46.2	32.7	78.8
	4	170	100	17.1	55.7	27.2	82.9
	5	61	100	23.6	45.5	30.9	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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
Writing							
2010	3	166	99.4	26.6	39.2	34.3	73.4
	4	128	100	28	38.1	33.9	72
	5	112	98.2	17.3	39.4	43.3	82.7
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	124	100	18.6	44.2	37.2	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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