

## CHAPIN MIDDLE

1130 Old Lexington  
Chapin, SC 29036

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,031 Students	
<b>Principal</b>	Dr. Michael Lofton	803-575-5700
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	At-Risk

## 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**

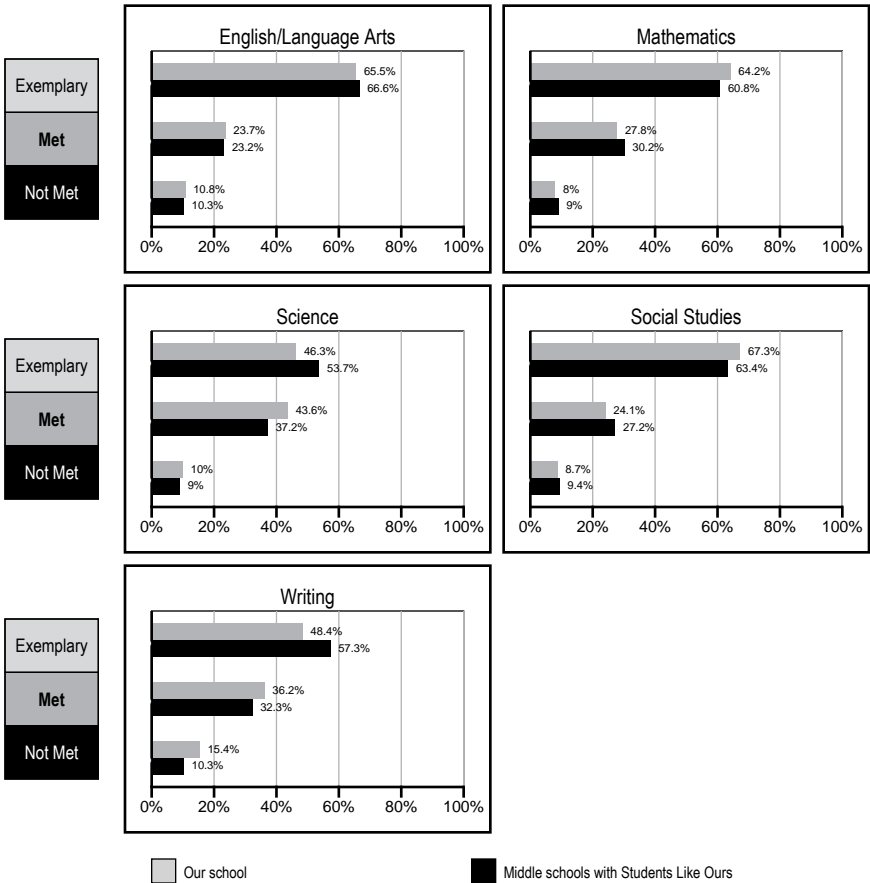
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

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

**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	100.0%	99.6%
English 1	N/A	100.0%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,031)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	86.0%	Up from 66.3%	52.4%	24.5%
Retention rate	0.2%	Up from 0.1%	0.3%	0.7%
Attendance rate	96.9%	Up from 96.6%	96.8%	95.9%
Served by gifted and talented program	49.4%	Up from 49.3%	46.1%	17.8%
With disabilities other than speech	6.6%	Down from 8.9%	4.1%	9.2%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=66)</b>				
Teachers with advanced degrees	74.2%	Up from 72.5%	59.8%	60.0%
Continuing contract teachers	93.9%	Up from 89.9%	91.0%	82.6%
Teachers returning from previous year	88.6%	Up from 88.5%	90.4%	85.6%
Teacher attendance rate	94.8%	Up from 94.0%	95.2%	95.3%
Average teacher salary*	\$51,863	Up 1.3%	\$49,816	\$46,300
Professional development days/teacher	8.9 days	Down from 11.0 days	7.2 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	2.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.0 to 1	22.5 to 1	21.5 to 1
Prime instructional time	91.0%	Up from 89.8%	91.3%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,436	Down 8.5%	\$7,105	\$7,634
Percent of expenditures for instruction**	67.4%	Up from 62.8%	64.9%	64.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 61.0%	62.9%	61.2%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

We are pleased to present you with the School Report Card (SRC) for the 2010-2011 school year at Chapin Middle School (CMS). The purpose of the SRC is to inform parents, our community and other schools of the progress of Chapin Middle compared to the rest of our district and across the state.

CMS continues to make Adequate Yearly Progress (AYP). We continue to grow and implement new courses as we prepare for the coming school year and are very proud to continue to offer the kind of quality educational programs that Chapin students deserve.

CMS continues to work towards improvement in all areas of education. We are focused on helping all students work at a higher level of academic achievement. It is essential for us to create the very best learning environment possible, which includes the areas of exploratory and fine arts. We enjoy watching our students grow into musicians, artists, athletes, authors and actors after participating in the award winning programs offered at CMS.

CMS was awarded the Creative Communication's Poetic Achievement Award for Spring 2011. This certificate is awarded to schools whose students' poems are of exceptionally high merit. A total of 39 sixth-graders were published! CMS also had two students represented at the SC State Fair Student Art Exhibit.

CMS's Band, Orchestra and Chorus all received Superior ratings at several competitions this year.

Sixty-five CMS eighth-graders qualified for the South Carolina Junior Scholars Program with either their October PSAT scores, their seventh-grade Duke TIP status, or both.

Our parents participate in school activities by chaperoning school events and volunteering with school projects. CMS had over 70 parents share about their life experience on career day. And, parents serve on our SIC and PTO. Their support helps to ensure the implementation of our mission by supporting where community and school unite for excellence.

We celebrate successes in our work and the achievements of our students. Thank you for your continued support of CMS staff, students, parents and the community.

Thank you,

Michael Lofton, Ph.D., Principal  
Michelle Estridge, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	294	105
Percent satisfied with learning environment	98.4%	79.5%	96.2%
Percent satisfied with social and physical environment	96.8%	83.8%	94.2%
Percent satisfied with school-home relations	96.8%	87.2%	85.3%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	1034	99.7	10.8	23.6	65.5	92.6	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	506	99.8	14.2	26.2	59.6	90.4	86.7	78.7	N/A	N/A
Female	528	99.6	7.6	21.2	71.3	94.6	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	947	99.7	9.7	23.4	66.9	93.3	93.8	88.9	Yes	Yes
African American	44	100	37.2	30.2	32.6	74.4	80.2	72.9	No	Yes
Asian/Pacific Islander	15	100	13.3	20	66.7	100	94	93	I/S	I/S
Hispanic	20	100	N/AV	N/AV	N/AV	100	85.4	79.3	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	103	100	57.4	22.8	19.8	57.4	60.2	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	115	100	22.4	29	48.6	83.2	79.6	75.4	Yes	Yes

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

All Students	1034	99.7	8	27.7	64.3	95.2	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	506	99.8	8.7	28.3	63	94.3	88.7	79.9	N/A	N/A
Female	528	99.6	7.4	27.2	65.4	96.1	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	947	99.7	7.3	26.8	65.9	95.9	95	88.9	Yes	Yes
African American	44	100	27.9	53.5	18.6	81.4	80.8	71.4	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	96.6	94.6	I/S	I/S
Hispanic	20	100	5.3	26.3	68.4	94.7	85.8	81.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	103	100	42.6	33.7	23.8	72.3	63	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	115	100	15	38.3	46.7	89.7	80.7	74.9	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
<b>Science</b>								
All Students	688	100	10.1	43.5	46.4	89.9	81.2	68.6
<b>Gender</b>								
Male	329	100	9.8	40.1	50.2	90.2	80.2	68.3
Female	359	100	10.3	46.7	43	89.7	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	630	100	9.5	43	47.5	90.5	89.5	80.7
African American	31	100	26.7	56.7	16.7	73.3	62.7	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	100	76.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	70.8
<b>Disability Status</b>								
Disabled	62	100	46.7	36.7	16.7	53.3	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	75	100	11.8	51.5	36.8	88.2	65.8	57.3
<b>Social Studies</b>								
All Students	690	99.9	8.7	24.1	67.3	91.3	85.5	72.5
<b>Gender</b>								
Male	332	100	9.3	20.9	69.8	90.7	84.1	72
Female	358	99.7	8	27	64.9	92	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	625	99.8	7.6	24.3	68.2	92.4	91.7	81
African American	29	100	35.7	25	39.3	64.3	71.3	60
Asian/Pacific Islander	14	100	7.1	21.4	71.4	92.9	91.3	89
Hispanic	15	100	7.1	21.4	71.4	92.9	81.3	69.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.6	73.5
<b>Disability Status</b>								
Disabled	71	100	40.6	29	30.4	59.4	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	81	100	20	29.3	50.7	80	70.8	62.9

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
<b>Writing</b>										
All Students	315	99.7	15.1	36.2	48.7	84.9	83.4	73.2	96.9	96.8
<b>Gender</b>										
Male	162	99.4	18	41.6	40.4	82	77.5	67.2	96.9	96.8
Female	153	100	11.9	30.5	57.6	88.1	89.2	79.4	96.9	96.8
<b>Racial/Ethnic Group</b>										
White	291	99.7	14.6	35.4	50	85.4	88.6	81.5	96.8	96.7
African American	13	100	30.8	38.5	30.8	69.2	72.1	61.3	96.9	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	87	98.3	97.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.5	66.7	97.1	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	72.2	97.1	96.4
<b>Disability Status</b>										
Disabled	31	100	58.1	32.3	9.7	41.9	40.5	26	96.6	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.8	65.7	98.1	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	38	100	19.4	33.3	47.2	80.6	71	63.2	95.4	96.1

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
<b>English/Language Arts</b>							
<b>2010</b>	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	325	100	7.5	26.4	66	92.5
	7	306	99.7	17.3	26.6	56.1	82.7
	8	361	100	18.6	25.8	55.6	81.4
<b>2011</b>	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	374	99.2	9.8	22.8	67.4	90.2
	7	346	100	9.8	22.6	67.7	90.2
	8	314	100	13.2	25.7	61.1	86.8
<b>Mathematics</b>							
<b>2010</b>	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	325	100	8.2	32.1	59.7	91.8
	7	305	100	9.3	30.2	60.5	90.7
	8	361	100	10.9	34.4	54.7	89.1
<b>2011</b>	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	374	99.2	8.7	29.1	62.2	91.3
	7	346	100	5.8	19.8	74.4	94.2
	8	314	100	9.6	34.4	55.9	90.4
<b>Science</b>							
<b>2010</b>	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	162	100	10.6	60	29.4	89.4
	7	305	100	12.6	48.2	39.2	87.4
	8	179	100	12.1	33.5	54.3	87.9
<b>2011</b>	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	186	100	12.4	58.4	29.2	87.6
	7	346	100	9.8	43.3	47	90.2
	8	156	100	7.8	26.1	66	92.2

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
<b>Social Studies</b>							
<b>2010</b>	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	163	100	3.8	36.1	60.1	96.2
	7	305	100	17.9	28.2	53.8	82.1
	8	182	100	19.2	32.2	48.6	80.8
<b>2011</b>	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	186	99.5	4.9	25.1	69.9	95.1
	7	346	100	11	24.4	64.6	89
	8	158	100	8.2	22.2	69.6	91.8
<b>Writing</b>							
<b>2010</b>	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	323	100	10.7	29.7	59.6	89.3
	7	307	99.7	12.9	39.3	47.9	87.1
	8	360	99.7	12.3	37	50.7	87.7
<b>2011</b>	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	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	315	99.7	15.1	36.2	48.7	84.9

Abbreviations for Missing Data

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