



CHANDLER CREEK ELEMENTARY

301 Chandler Road
Greer, South Carolina

Grades	PK-5 Elementary School	
Enrollment	845 Students	
Principal	Katherine Bayne	864-355-2400
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	Average	Average
2009	Average	Good
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	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 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

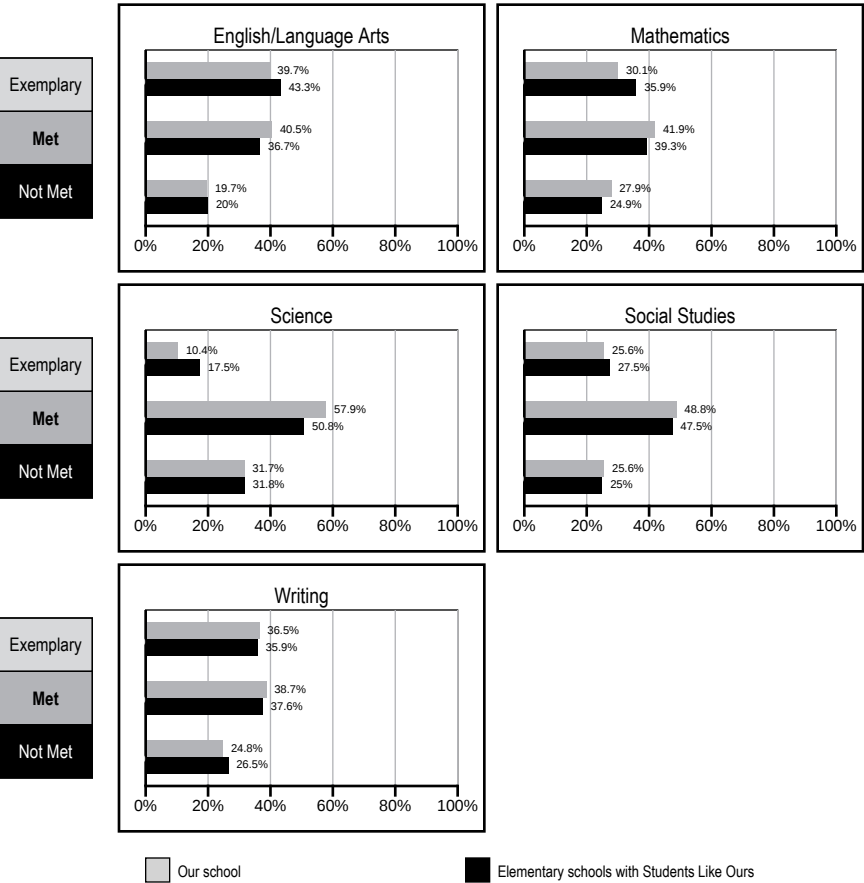
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	34	51	1	0

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

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=845)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	1.2%	1.2%
Attendance rate	96.3%	Down from 96.4%	96.1%	96.1%
Eligible for gifted and talented	8.1%	Down from 12.8%	13.4%	11.7%
With disabilities other than speech	10.9%	Down from 13.0%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 1.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	51.8%	Up from 42.1%	58.1%	60.5%
Continuing contract teachers	69.6%	Up from 57.9%	84.8%	84.6%
Teachers with emergency or provisional certificates	2.2%	Down from 6.5%	0.0%	0.0%
Teachers returning from previous year	71.3%	Up from 68.7%	87.0%	87.0%
Teacher attendance rate	97.5%	Up from 94.9%	95.6%	95.4%
Average teacher salary*	\$42,910	Up 6.1%	\$47,382	\$47,288
Professional development days/teacher	15.3 days	Down from 17.0 days	10.1 days	10.5 days
School				
Principal's years at school	12.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.7 to 1	19.6 to 1	19.2 to 1
Prime instructional time	94.2%	Up from 90.9%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,567	Down 3.2%	\$7,106	\$7,548
Percent of expenditures for instruction**	71.1%	No Change	68.6%	68.7%
Percent of expenditures for teacher salaries**	68.8%	Up from 67.0%	64.9%	65.1%

* 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

Chandler Creek Elementary is proud to share our successes with you for the 2009-2010 school year. We have had another productive year and we are the recipients of the Palmetto Silver Award, a South Carolina program that honors schools for attaining high levels of student achievement, high rates of growth, and/or substantial progress in closing achievement gaps between groups of students. Our school received the Silver award for student performance based on our 2010 state report cards absolute and improvement ratings. Our academic success is a direct result of our collaborative teacher teams, standards driven curriculum, the International Baccalaureate Primary Years Programme and the interventions we implement to assist students toward meeting their maximum potential.

Test scores alone cannot portray the outstanding efforts and achievements of our students. Our children model a respect for diversity, democracy, and citizenship, through foreign language (KITELL- daily Spanish lessons and Spanish Club); service learning- (Exhibition - canned food drive, Art Club Houses for Haiti, Race for the Cure etc.). The students demonstrate Physical Fitness through PE, Track Club, and televised Morning Exercise Program. They experience new discoveries as they create original works –write songs in music, explore technology opportunities, and enjoy the integration of the arts. Character development is an important part of the educational process for our students as reflected in the “Learner Profile.”

Our teachers realize the critical traits of good teaching never change, and we guarantee that you can always count on them to be nurturing, challenging, inspiring, respectful, protective, and dependable. The administration, staff members, and students continue to stress the importance of the support and involvement of parents and the community in our collective efforts to provide the best possible education to our children in a safe and nurturing environment. Education is a community effort and we all must resolve to share both the responsibility and accountability. Please join us as we continue to embrace Greenville County Schools Education Plan and continue to strive to provide an exemplary inquiry based educational program for every child under the guiding principles of the International Baccalaureate Primary Years Programme.

Our outstanding PTA, School Improvement Council, volunteers, Visions of Excellence, and business partners continuously provide many contributions of time, resources, and support to our diverse population. The ongoing team effort and supportive atmosphere truly makes our motto come alive. “Where Teamwork and Brainpower make Champions.” You are invited to become a part of our award winning team.

Katherine Bayne, Principal

Ray Carmichael, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	104	75
Percent satisfied with learning environment	91.5%	87.4%	88.0%
Percent satisfied with social and physical environment	94.9%	83.2%	79.5%
Percent satisfied with school-home relations	93.2%	94.2%	74.7%

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

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 29 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%	1.9%
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	96.3%	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	407	99.8	19.7	40.5	39.7	89.6	84.7	83.5	Yes	Yes
Gender										
Male	200	100	21.1	46.5	32.4	87.6	81.3	80.1	N/A	N/A
Female	207	99.5	18.3	34.4	47.2	91.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	226	100	12.9	38.3	48.8	91.4	90	89.6	Yes	Yes
African American	98	100	29.5	46.6	23.9	88.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	78	98.7	29.7	37.5	32.8	84.4	78.4	79.6	Yes	Yes
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	74	100	59.7	37.3	3	59.7	53.3	51.7	Yes	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	67	100	28.3	35	36.7	85	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	258	99.6	26.2	41.2	32.6	85.1	76.1	76.9	Yes	Yes

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

All Students	407	100	27.9	41.9	30.1	85.8	82	80.4	Yes	Yes
Gender										
Male	200	100	28.6	41.1	30.3	86.5	80.5	78.4	N/A	N/A
Female	207	100	27.2	42.8	30	85	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	226	100	22	38.8	39.2	89	87.7	87.8	Yes	Yes
African American	98	100	38.6	45.5	15.9	78.4	68.4	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	78	100	32.8	48.4	18.8	84.4	78.3	78.3	Yes	Yes
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	74	100	64.2	31.3	4.5	55.2	46.1	46.1	Yes	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	67	100	30	48.3	21.7	85	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	258	100	34.4	42.1	23.5	80.5	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	266	100	31.7	57.9	10.4	68.3	70.6	67.3
Gender								
Male	140	100	33.8	56.2	10	66.2	70.1	66.9
Female	126	100	29.1	60	10.9	70.9	71.1	67.7
Racial/Ethnic Group								
White	145	100	17.9	69.4	12.7	82.1	80.2	79.6
African American	63	100	50	46.4	3.6	50	50.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	53	100	47.8	41.3	10.9	52.2	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	53	100	63.8	34	2.1	36.2	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	48	100	43.2	43.2	13.6	56.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	170	100	42.6	49.3	8.1	57.4	57.1	55.4

Social Studies								
All Students	269	99.6	25.6	48.8	25.6	74.4	73.2	70.9
Gender								
Male	126	100	16.9	52.5	30.5	83.1	72.8	70.1
Female	143	99.3	33.9	45.2	21	66.1	73.7	71.7
Racial/Ethnic Group								
White	153	100	18.6	49	32.4	81.4	79.8	79.2
African American	68	100	31.7	58.3	10	68.3	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	47	97.9	44.4	33.3	22.2	55.6	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	50	100	52.2	43.5	4.3	47.8	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	38	100	40.6	37.5	21.9	59.4	69	68
Socio-Economic Status								
Subsidized meals	170	99.4	33.3	47.9	18.8	66.7	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	406	99.3	24.4	38.9	36.7	75.6	74	72.1	96.3	96.2
Gender										
Male	200	99	31	38	31	69	67.2	65.2	96.2	96.2
Female	206	99.5	17.7	39.8	42.5	82.3	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	227	100	16.7	36.7	46.7	83.3	81.6	80.8	96	96.1
African American	98	99	29.5	46.6	23.9	70.5	58.6	59.7	96.7	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.8	87	98.7	97.5
Hispanic	76	97.4	44.4	36.5	19	55.6	63.1	64.6	96.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	95.2	94.8
Disability Status										
Disabled	74	100	57.4	38.2	4.4	42.6	29.5	27.7	96.3	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	66	98.5	39	39	22	61	62.9	63.7	97	97
Socio-Economic Status										
Subsidized meals	250	98.8	30.6	41.6	27.9	69.4	61.1	61.9	95.9	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	127	100	27.1	33.9	39	72.9
	4	116	100	21.8	40	38.2	78.2
	5	127	100	17.8	42.4	39.8	82.2
	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
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
Mathematics							
2009	3	127	100	36.4	39	24.6	63.6
	4	116	100	21.8	49.1	29.1	78.2
	5	127	100	25.4	52.5	22	74.6
	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
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
Science							
2009	3	62	100	38.6	45.6	15.8	61.4
	4	116	100	20	61.8	18.2	80
	5	64	100	30	55	15	70
	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
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

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	65	100	24.2	43.5	32.3	75.8
	4	116	100	14.5	50.9	34.5	85.5
	5	63	100	18.6	47.5	33.9	81.4
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	128	100	37.2	24.8	38	62.8
	4	117	100	27.7	44.6	27.7	72.3
	5	125	100	24.4	31.9	43.7	75.6
	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
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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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