



RALPH CHANDLER MIDDLE

4231 Fork Shoals Road
Simpsonville, SC 29680

Grades	6-8 Middle School	
Enrollment	723 Students	
Principal	Rita Mantooth	864-452-0300
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	Good	Excellent
2010	Good	Good
2009	Average	Average
2008	N/A	N/A
2007	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 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

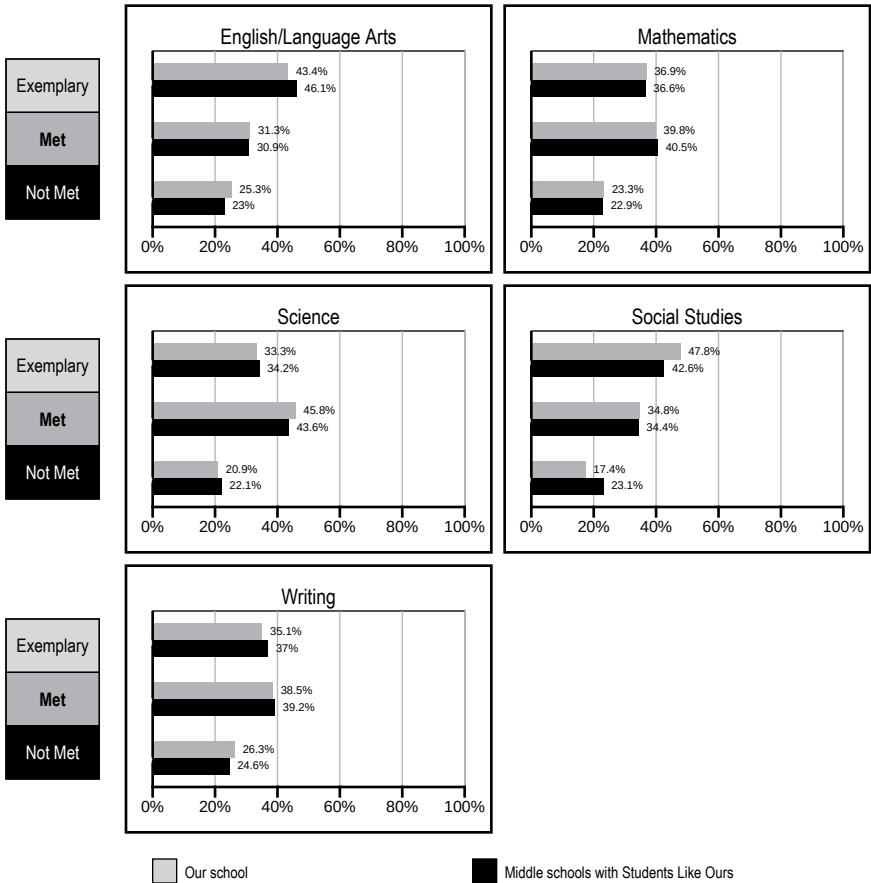
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	9	6	1	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	94.4%	97.2%
English 1	100.0%	96.8%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	52.8%
US History and the Constitution	N/A	100%
All Subjects	95.7%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=723)				
Students enrolled in high school credit courses (grades 7 & 8)	35.6%	Up from 27.2%	35.7%	24.5%
Retention rate	0.7%	Up from 0.3%	0.3%	0.7%
Attendance rate	96.3%	Up from 95.6%	96.3%	95.9%
Served by gifted and talented program	22.7%	Up from 20.4%	24.3%	17.8%
With disabilities other than speech	10.5%	Down from 11.5%	7.2%	9.2%
Older than usual for grade	1.4%	No Change	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.3%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	42.1%	Up from 41.5%	60.0%	60.0%
Continuing contract teachers	78.9%	Up from 65.9%	86.0%	82.6%
Teachers returning from previous year	N/A	N/A	89.6%	85.6%
Teacher attendance rate	93.8%	Down from 97.4%	94.8%	95.3%
Average teacher salary*	\$39,074	Down 0.2%	\$48,140	\$46,300
Professional development days/teacher	9.8 days	Down from 10.3 days	9.9 days	9.9 days
School				
Principal's years at school	0.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	25.0 to 1	Up from 22.3 to 1	23.9 to 1	21.5 to 1
Prime instructional time	91.4%	Down from 92.6%	90.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.9%	Down from 98.1%	98.4%	98.1%
Character development program	Excellent	Up from Average	Excellent	Good
Dollars spent per pupil**	\$5,843	Down 14.2%	\$6,647	\$7,634
Percent of expenditures for instruction**	56.7%	Down from 58.8%	66.0%	64.0%
Percent of expenditures for teacher salaries**	55.7%	Down from 56.4%	64.0%	61.2%

* 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. During our first year we served 560 students. Our third year concluded with an enrollment of 730 students.

Our professional school staff consists of 36 teachers, 9 support staff members, and 3 administrators. 100% of our staff is highly qualified and 5 staff members have met the requirements for National Board Certification. Of the professional staff, 67% have less than 10 years' teaching experience, but 50% of them hold Master's degrees.

The results of our most recent state assessment indicated that 72.3% of our students met or exceeded the standard in ELA and Math. These results showed a significant improvement from the previous year and earned our school a report card and improvement rating of Good, which is up from our previous ratings of Average. Technology integration continues to be a focus for teachers and is an integral part of daily instruction. Data analysis including our review of benchmark tests and MAP scores allowed us to provide rigorous academic experiences for our students and continues to be 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; 17 - 8th graders qualified as Junior Scholars; 71- 7th graders qualified for the Duke Talent Identification Program. 50% of our students were enrolled in advanced classes. In addition our orchestra achieved a Superior rating at the Carowinds Festival of Music and an Excellent rating at the Disney Festival. Two athletic teams qualified for the district playoffs in their individual sports. More than 50% of our students and parents participated in our first year of student led conferences.

Parent leadership organizations such as the PTSA and SIC continue to actively support our school. Through the fundraising efforts of PTSA, teachers were awarded over \$8,000 in grants to supplement classroom resources during this past year. SIC has written local and state grants to strengthen the mentoring program that allows for at-risk students to have experiences within the community that they would not otherwise be afforded.

Our mission, vision, and goals support our work to raise academic achievement for our students. For more information concerning our school, please visit our website at <http://www.greenville.k12.sc.us/chandler/>.

Rita Mantooth, Principal and Kara Holley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	205	77
Percent satisfied with learning environment	97.3%	67.2%	79.5%
Percent satisfied with social and physical environment	100.0%	68.6%	78.9%
Percent satisfied with school-home relations	94.6%	76.4%	75.7%

* 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

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%	1.7%
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	96.3%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	718	99.9	25.2	31.3	43.5	83	84.1	82.4	Yes	Yes
Gender										
Male	372	100	30.1	32.6	37.4	77.8	80.8	78.7	N/A	N/A
Female	346	99.7	20.1	29.9	50	88.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	579	100	22.2	32	45.8	85.2	89.7	88.9	Yes	Yes
African American	99	100	45.2	31	23.8	69	72.2	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	36	97.2	25.7	22.9	51.4	80	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	77	100	79.5	19.2	1.4	38.4	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	21	95.2	45.5	31.8	22.7	68.2	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	283	99.7	38.6	31.3	30.1	74.9	75.7	75.4	Yes	Yes

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

All Students	718	99.9	23.2	39.9	37	86.1	84.4	81.9	Yes	Yes
Gender										
Male	372	100	24.7	38.8	36.5	84.8	82.9	79.9	N/A	N/A
Female	346	99.7	21.6	41	37.4	87.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	579	100	21.1	40.3	38.6	87.1	89.4	88.9	Yes	Yes
African American	99	100	36.9	39.3	23.8	77.4	72	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	36	97.2	22.9	34.3	42.9	88.6	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	77	100	72.6	24.7	2.7	42.5	47.1	47.3	Yes	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	21	95.2	40.9	40.9	18.2	77.3	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	283	99.7	31.3	45.9	22.8	79.5	76.5	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

	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	485	100	20.7	45.9	33.3	79.3	71.6	68.6
Gender								
Male	259	100	22.9	42.2	34.9	77.1	71.4	68.3
Female	226	100	18.3	50.2	31.5	81.7	71.9	68.9
Racial/Ethnic Group								
White	386	100	17.7	45.2	37	82.3	81	80.7
African American	70	100	32.3	53.2	14.5	67.7	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	26	100	34.6	42.3	23.1	65.4	61.4	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	52	100	73.1	23.1	3.8	26.9	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	16	100	35.3	47.1	17.6	64.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	187	100	34.5	48.9	16.7	65.5	58.4	57.3

Social Studies								
All Students	474	99.4	17.2	34.9	47.9	82.8	76.1	72.5
Gender								
Male	241	99.6	19.5	30.7	49.8	80.5	75.9	72
Female	233	99.1	14.9	39	46.1	85.1	76.2	73.1
Racial/Ethnic Group								
White	388	99.5	14.4	34.4	51.2	85.6	82.8	81
African American	61	100	37	37	25.9	63	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	23	95.7	13.6	40.9	45.5	86.4	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	43	97.7	69.2	28.2	2.6	30.8	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	12	91.7	30.8	53.8	15.4	69.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	188	98.9	25.9	38.5	35.6	74.1	65.2	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
Writing										
All Students	216	99.5	26.3	38.5	35.1	73.7	76	73.2	96.3	96.4
Gender										
Male	110	99.1	34.3	41.9	23.8	65.7	70.2	67.2	96.3	96.3
Female	106	100	18	35	47	82	82.1	79.4	96.3	96.4
Racial/Ethnic Group										
White	169	100	24.1	40.4	35.5	75.9	83.1	81.5	96.2	96.2
African American	33	97	42.3	30.8	26.9	57.7	62.2	61.3	97.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	96.5	97.6
Hispanic	12	100	25	33.3	41.7	75	64.3	66.7	97	96.8
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	74.1	72.2	93.7	95.8
Disability Status										
Disabled	27	100	80	16	4	20	26.5	26	94.9	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	10	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.8	97.2
Socio-Economic Status										
Subsidized meals	88	98.9	37.2	41	21.8	62.8	63.7	63.2	95.8	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	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
2011	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	260	99.6	21.8	36.3	41.9	78.2
	7	242	100	21.8	30.3	47.9	78.2
	8	216	100	33.3	26.5	40.2	66.7
Mathematics							
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
2011	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	260	99.6	21	43.5	35.5	79
	7	242	100	21.4	29.4	49.2	78.6
	8	216	100	27.9	47.5	24.5	72.1
Science							
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
2011	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	134	100	27.6	60.6	11.8	72.4
	7	242	100	17.6	44.5	37.8	82.4
	8	109	100	19.4	31.1	49.5	80.6

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
Social Studies							
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
2011	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	126	98.4	9.1	55.4	35.5	90.9
	7	242	100	20.2	26.9	52.9	79.8
	8	106	99.1	20	29	51	80
Writing							
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
2011	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	216	99.5	26.3	38.5	35.1	73.7

Abbreviations for Missing Data

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