



## Chapin Elementary

940 Old Bush River Road  
Chapin, SC 29036

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	828 Students	
<b>Principal</b>	Harriet B. Wilson	803-575-5900
<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 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

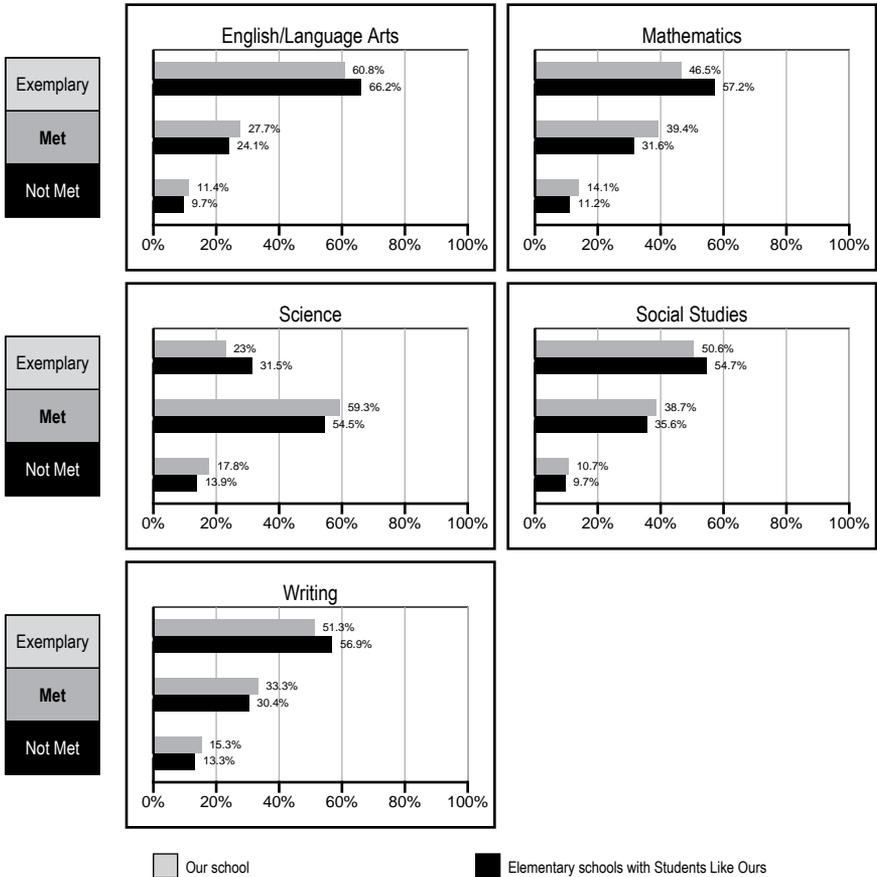
95.7%

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

Excellent	Good	Average	Below Average	At-Risk
23	0	0	0	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=828)</b>				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	0.7%	1.0%
Attendance rate	97.1%	Up from 96.6%	97.2%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	77.0%	Up from 76.3%	66.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.0%	Up from 90.7%	90.8%	88.7%
Teacher attendance rate	93.7%	Down from 94.6%	94.8%	95.1%
Average teacher salary*	\$51,636	Down 0.4%	\$48,565	\$47,210
Professional development days/teacher	10.0 days	Up from 7.2 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 17.2 to 1	21.4 to 1	20.0 to 1
Prime instructional time	90.2%	No Change	91.4%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,846	Up 7.9%	\$6,428	\$7,247
Percent of expenditures for instruction**	69.6%	Down from 70.4%	68.7%	68.2%
Percent of expenditures for teacher salaries**	68.8%	Down from 69.5%	67.6%	65.7%

\* 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

Chapin Elementary School (CES) is located in one of Lexington-Richland Five's most rapidly growing communities. During the 2011-12 school year, we served approximately 850 students from grades K-4 through 5th grade with a talented staff of more than 100 personnel. At CES, student performance is at the epic center of all our efforts.

The school year saw the implementation of some new initiatives. Data Teams were developed to prioritize the focus on student achievement using various formative assessment data and innovative instructional strategies within the regular classroom. This process provides greater focus on curriculum and data-driven instruction for meeting the learning needs of each student. Response to Intervention (RtI) services began in grades K-2nd where data was triangulated and used to identify intentional instructional strategies in the area of reading. The goal of RtI is to have all students reading on grade level by the end of second grade. PBIS, in its second year of implementation, provided a common language and positive behavior program to ensure student learning flourished at high levels.

Our active PTO was instrumental in supporting our school by providing an electronic marquee, hosting the Boosterthon Fun Run, Innisbrook, Eaglet Fest, Muffins for Moms, Donuts for Dads and Goodies for Grandparents. Teachers received a check for \$150 to spend towards classroom needs.

The generous community service of our children was demonstrated through many outreach events and fundraisers including projects Christgate, We Care, Hoops for Hearts, and the Justin Pepper Toy Drive. These activities are critical to ensure that our children increase their community awareness and to show them how their efforts at any and every age impact the community.

Learning opportunities at CES are available for students and include; literacy blocks for reading, writing, math, science, and social studies; the Academically Gifted Program; Spanish Club; Flag Patrol; Recycling Club; Chorus; Strings; Walking Club; and WCES morning television show. Student Leadership is promoted through our Student Council.

Chapin Elementary School is serious about its mission, "to assure that all students learn at high levels in a supportive environment." To accomplish our mission, we use data to make informed instructional decisions, teach literacy across the content areas, provide multiple opportunities for teacher collaboration, and support positive behavior interventions.

Through the collaborative efforts of our students, faculty, parents, and community we will continue to provide every child at CES the best possible education in a supportive child-centered environment.

Harriet B. Wilson, Chapin Elementary School principal  
Jo Wright, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	148	130
Percent satisfied with learning environment	96.4%	81.5%	91.3%
Percent satisfied with social and physical environment	96.4%	78.4%	90.6%
Percent satisfied with school-home relations	98.2%	87.1%	89.9%

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>97.4</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Chapin Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	5.6%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	683.1	667.8	642.0	661.6	100.0	100.0
Male	676.8	668.6	643.6	666.2	100.0	100.0
Female	690.0	667.0	640.1	656.8	100.0	100.0
White	686.9	670.8	644.5	666.4	100.0	100.0
African American	648.3	636.2	613.0	616.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	647.7	634.5	607.0	634.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	662.2	645.8	623.2	634.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## 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>2011</b>	3	123	100	16.5	15.7	67.8	83.5
	4	153	100	11.7	33.8	54.5	88.3
	5	150	100	12.4	35.8	51.8	87.6
	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
<b>2012</b>	3	135	100	6.1	18.3	75.6	93.9
	4	134	100	16.9	30.8	52.3	83.1
	5	153	100	11.3	33.3	55.3	88.7
	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
<b>Mathematics</b>							
<b>2011</b>	3	123	100	17.4	25.2	57.4	82.6
	4	153	100	11.7	30.3	57.9	88.3
	5	150	100	20.4	34.3	45.3	79.6
	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
<b>2012</b>	3	135	100	12.2	32.1	55.7	87.8
	4	134	100	13.8	43.1	43.1	86.2
	5	153	100	16	42.7	41.3	84
	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
<b>Science</b>							
<b>2011</b>	3	63	100	20	46.7	33.3	80
	4	153	100	12.4	52.4	35.2	87.6
	5	76	100	21.4	52.9	25.7	78.6
	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
<b>2012</b>	3	68	100	16.9	49.2	33.8	83.1
	4	134	100	19.2	70	10.8	80.8
	5	77	100	16	49.3	34.7	84
	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
<b>Social Studies</b>							
<b>2011</b>	3	60	100	14.3	33.9	51.8	85.7
	4	153	100	6.9	49.7	43.4	93.1
	5	74	100	17.6	33.8	48.5	82.4
	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	N/A
<b>2012</b>	3	67	100	3	31.8	65.2	97
	4	134	100	14.6	44.6	40.8	85.4
	5	76	100	10.7	34.7	54.7	89.3
	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	N/A
<b>Writing</b>							
<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	149	99.3	19	30.7	50.4	81
	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	N/A
<b>2012</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	153	100	15.3	33.3	51.3	84.7
	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	N/A

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