



W Herbert Chapman Elementary

230 Bryant Rd
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	482 Students	
Principal	Eric Mathison	864-594-4440
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

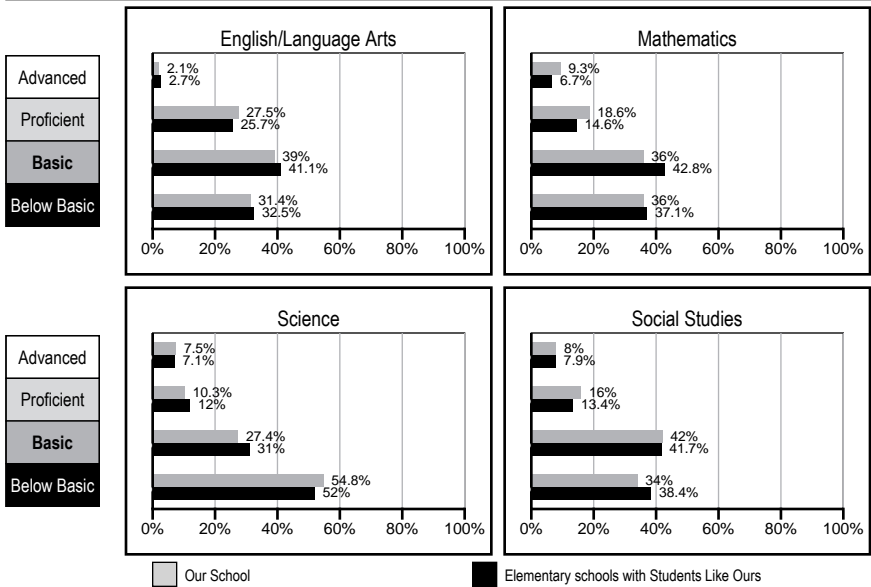
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	58	49

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=482)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	3.1%	2.3%
Attendance rate	95.2%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	7.9%	Up from 7.0%	4.2%	10.4%
With disabilities other than speech	9.2%	Up from 9.0%	7.9%	7.5%
Older than usual for grade	1.0%	No Change	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	69.7%	Up from 66.7%	54.4%	56.7%
Continuing contract teachers	72.7%	Down from 75.0%	70.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 90.3%	83.6%	86.4%
Teacher attendance rate	93.0%	Down from 94.6%	94.9%	94.9%
Average teacher salary	\$47,231	Up 2.0%	\$43,876	\$45,345
Professional development days/teacher	13.9 days	Up from 11.7 days	13.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 21.7 to 1	16.8 to 1	18.5 to 1
Prime instructional time	87.3%	Down from 88.0%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,820	Down 6.4%	\$7,854	\$7,052
Percent of expenditures for instruction*	71.4%	Up from 65.3%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Up from 62.1%	62.5%	64.2%

* 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

At Chapman Elementary School, we continue to prepare students to lead healthy, meaningful, and productive lives. Our curriculum continues to be very challenging and student centered, and we continue to believe that this, along with an atmosphere of mutual respect, will help our students develop a desire for life long learning. However, without increased student achievement, that desire will not develop. Research shows, and we believe, that the single most important school-based factor impacting student achievement is a highly trained and motivated classroom teacher. Because of this belief, we are thrilled that we have just completed our first year as a TAP school. The Teacher Advancement Program (TAP) was created by the Milken Foundation. TAP's goal is to attract talented people to the field of education and keep them by making teaching more attractive and rewarding. Our teachers are excited about the opportunity to receive additional compensation based on the achievement of their students. They also now have an opportunity to advance in education while continuing to have the opportunity to teach.

Our faculty, staff, and administration work together to provide students a rich and exciting educational experience. This year, the entire staff made a commitment to grow Chapman Elementary as a "School of Technology." Students will have the opportunity to learn with and through the use of the latest educational technology. We also offer full day kindergarten to 4 and 5 year olds and French, Band, and Orchestra to students in the intermediate grades. Programs such as Reading Recovery, RIF, Accelerated Reader, National Junior Beta Club, Student Council, and Boys and Girls Club support and strengthen the standards-based instruction that our teaching staff provides daily. Additionally, a strong and active Parent Teacher Organization and Mentoring relationships with local businesses and churches help our students gain a strong sense of community.

We are confident that our efforts will continue to bring about improvement and therefore remain very optimistic about the future of the students at Chapman Elementary.

Fred Logan, Principal
 Felicia Ratcliff, SIC Chairperson
 Cindy Teaster, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	53	37
Percent satisfied with learning environment	95.2%	88.7%	75.7%
Percent satisfied with social and physical environment	90.5%	81.1%	80.6%
Percent satisfied with school-home relations	85.7%	90.6%	77.8%

* 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 18 out of 23 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. Sanction: Implement the restructuring plan.
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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	268	98.9	30.8	39.3	27.8	2.1	42.3	46.5	48.2	No	Yes
Gender											
Male	129	97.7	38.7	31.5	28.8	0.9	38.7	42.8	41.7	N/A	N/A
Female	139	100	23.6	46.3	26.8	3.3	45.5	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	70	98.6	25	25	45	5	55	69.9	60	No	Yes
African American	147	99.3	39.5	45	14.7	0.8	29.5	29.9	31.7	No	Yes
Asian/Pacific Islander	17	100	18.8	37.5	43.8	0	62.5	66.1	70.4	I/S	I/S
Hispanic	33	97	10.7	42.9	42.9	3.6	60.7	54.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	44	95.5	80	14.3	5.7	0	5.7	15.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	46	97.8	12.5	40	45	2.5	67.5	55.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	230	98.7	33.5	38.5	26.5	1.5	39.5	31.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	268	99.6	35.7	36.2	18.7	9.4	40	42.2	45.8	Yes	Yes
Gender											
Male	129	99.2	36.6	35.7	15.2	12.5	41.1	43.1	45.6	N/A	N/A
Female	139	100	35	36.6	22	6.5	39	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	70	98.6	33.3	21.7	26.7	18.3	50	69.6	59	No	Yes
African American	147	100	42.3	42.3	10.8	4.6	31.5	24.2	26.9	Yes	Yes
Asian/Pacific Islander	17	100	6.3	43.8	37.5	12.5	62.5	54.5	71.3	I/S	I/S
Hispanic	33	100	25	35.7	28.6	10.7	46.4	48.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	44	97.7	83.3	11.1	0	5.6	8.3	14	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	46	100	20	37.5	30	12.5	52.5	48.3	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	230	99.6	39.8	35.8	16.4	8	35.3	26.3	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	164	99.4	54.5	27.6	10.3	7.6	17.9	31.8	35.7	95.2	95.3
Gender											
Male	79	98.7	54.4	22.1	13.2	10.3	23.5	32.8	37.4	95.3	95.1
Female	85	100	54.5	32.5	7.8	5.2	13	30.8	33.8	95.1	95.5
Racial/Ethnic Group											
White	40	97.5	33.3	36.4	18.2	12.1	30.3	58.9	49.2	93.5	95.5
African American	95	100	68.6	22.1	4.7	4.7	9.3	14.1	17	95.9	95
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	40	58	95.3	96
Hispanic	20	100	41.2	29.4	17.6	11.8	29.4	40.8	24.9	95.7	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.4	95.9
Disability Status											
Disabled	28	96.4	77.3	18.2	4.5	0	4.5	11	14	93.3	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	29	100	34.6	34.6	19.2	11.5	30.8	32.8	24.4	95.7	96
Socio-Economic Status											
Subsided meals	145	99.3	56.7	27.6	8.7	7.1	15.7	17.6	21.1	95	94.7
Social Studies											
All Students	168	100	34	42	16	8	24	31.3	34	95.2	95.3
Gender											
Male	86	100	30.3	46.1	14.5	9.2	23.7	34.8	36.6	95.3	95.1
Female	82	100	37.8	37.8	17.6	6.8	24.3	27.5	31.3	95.1	95.5
Racial/Ethnic Group											
White	45	100	35	32.5	20	12.5	32.5	57.4	44.5	93.5	95.5
African American	87	100	39	46.8	7.8	6.5	14.3	14.3	19.1	95.9	95
Asian/Pacific Islander	12	100	27.3	45.5	27.3	0	27.3	39.7	58.9	95.3	96
Hispanic	24	100	18.2	40.9	31.8	9.1	40.9	31.9	27.5	95.7	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.4	95.9
Disability Status											
Disabled	27	100	82.6	17.4	0	0	0	11.2	14.4	93.3	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	31	100	17.9	42.9	32.1	7.1	39.3	36.4	27.3	95.7	96
Socio-Economic Status											
Subsided meals	145	100	36.2	41.5	16.2	6.2	22.3	17.7	21	95	94.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	72	98.6	24.2	25.8	45.2	4.8	50	
	4	74	97.3	26.2	40	33.8	0	33.8	
	5	70	98.6	41.3	38.1	19	1.6	20.6	
	6	59	100	37.7	34	24.5	3.8	28.3	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	98.3	19.1	36.2	40.4	4.3	44.7	
	4	64	100	28.3	35	35	1.7	36.7	
	5	78	98.7	28.4	47.8	23.9	0	23.9	
	6	66	98.5	45	36.7	15	3.3	18.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	72	98.6	38.7	54.8	4.8	1.6	6.5	
	4	74	100	29.9	41.8	22.4	6	28.4	
	5	70	98.6	44.4	41.3	6.3	7.9	14.3	
	6	59	100	47.2	37.7	13.2	1.9	15.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	98.3	27.7	46.8	19.1	6.4	25.5	
	4	64	100	40	33.3	20	6.7	26.7	
	5	78	100	34.3	32.8	20.9	11.9	32.8	
	6	66	100	39.3	34.4	14.8	11.5	26.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	37	100	50	40.6	9.4	0	9.4	
	4	74	100	49.3	29.9	17.9	3	20.9	
	5	36	97.2	81.8	15.2	0	3	3	
	6	30	100	51.9	29.6	7.4	11.1	18.5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	96.4	60.9	30.4	4.3	4.3	8.7	
	4	64	100	46.7	30	15	8.3	23.3	
	5	38	100	53.3	23.3	13.3	10	23.3	
	6	34	100	65.6	25	3.1	6.3	9.4	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	35	94.3	48.3	44.8	6.9	0	6.9	
	4	74	100	32.8	50.7	11.9	4.5	16.4	
	5	34	100	46.7	40	3.3	10	13.3	
	6	29	100	30.8	61.5	3.8	3.8	7.7	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	25	41.7	33.3	0	33.3	
	4	64	100	28.3	51.7	16.7	3.3	20	
	5	40	100	43.2	21.6	10.8	24.3	35.1	
	6	32	100	41.4	48.3	6.9	3.4	10.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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