

Chapin Elementary

940 Old Bush River Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	821 Students	
Principal	Harriet B. Wilson	803-345-2214
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Good**
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Good

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

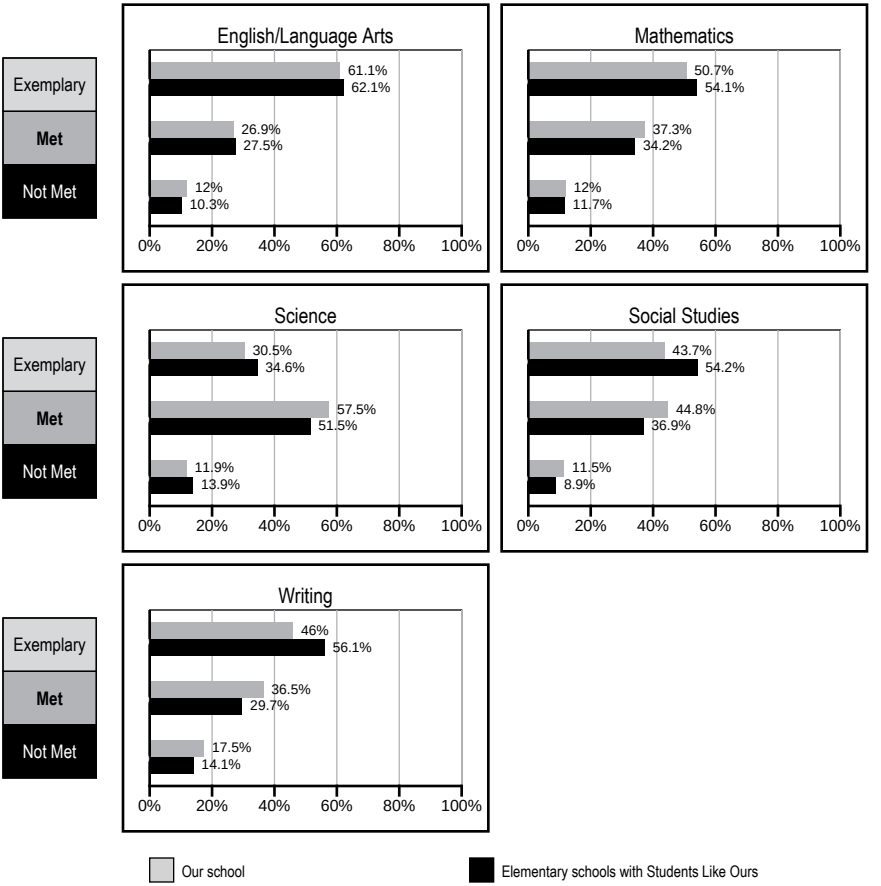
Percent of students tested in 2008-09 whose 2007-08 test scores were located	94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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

Chapin Elementary 06/01/10-3205041

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=821)				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	97.9%	100.0%
Retention rate	0.4%	Up from 0.3%	0.9%	1.9%
Attendance rate	96.7%	Down from 97.0%	96.7%	96.3%
Eligible for gifted and talented	27.3%	Up from 25.8%	27.3%	10.0%
With disabilities other than speech	4.6%	Down from 5.1%	5.7%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
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	71.4%	Up from 68.5%	66.7%	59.4%
Continuing contract teachers	89.3%	Up from 81.5%	84.6%	80.0%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	82.2%	Up from 78.2%	86.5%	85.9%
Teacher attendance rate	94.7%	Down from 94.8%	94.9%	95.1%
Average teacher salary*	$50,048	Up 0.9%	$50,147	$47,149
Professional development days/teacher	10.2 days	Up from 7.1 days	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 16.8 to 1	21.1 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.5%	91.0%	90.4%
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**	$7,489	Up 4.4%	$6,589	$7,458
Percent of expenditures for instruction**	65.8%	Up from 63.6%	68.6%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 62.2%	64.3%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The top priority at Chapin Elementary School (CES) is academic achievement. Our goal is to move each and every student to advanced levels of learning. In all grades, our teachers use the results of the Dominie Assessment to make instructional decisions to help our students reach their highest potential in reading. In grades two through five, our teachers use Measures of Academic Progress (MAP) to identify strengths and weaknesses in the area of math and reading for each child.

A full-time Literacy Coach supports our teachers in training and implementing best practice in a balanced literacy approach to reading and writing. Reading Recovery works with individual students and small groups in reading and writing. A Reading Interventionist works with small groups of students on reading strategies. The successful implementation of Compass Learning in the areas of math and reading supported our students continued accomplishments.

Our physical education program has focused on healthy lifestyles this school year. Our school raised over $9000 to purchase and install a rock wall. We also have become a National Archery Site under the direction of our PE teacher. The belief that healthy students achieve more academic success was our motivation for looking so closely at physical education.

CES continues to emphasize character development for every child. Students are recognized for practicing good character and making quality decisions through “Gotcha Cards.” Our students also participated in several service projects, GOoDworks, Pennies for Pearl Harbor, We Care Food Drives, and the Ronald McDonald House. Our school raised over $11,000 to “make a house a home” for a CES family and collected over 300 pounds of can tabs for the Ronald McDonald House. Our students make a difference when it comes to making responsible, moral choices. We believe and promote that the natural outcome of living by Chapin “PRIDE” is self-discipline and self-esteem.

The mission of CES, in partnership with parents and community, is to prepare each child for the challenges of a rapidly changing world by accentuating the strengths of each individual, instilling respect for self and others, and fostering the love of learning in a stimulating environment. Through strong collaborative commitment and dedication of this community, our students will continue to experience success! Thank you for your support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Harriet B. Wilson, Chapin Elementary School Principal
Juli Booth, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	130	125
Percent satisfied with learning environment	93.4%	85.4%	82.0%
Percent satisfied with social and physical environment	91.8%	84.3%	80.3%
Percent satisfied with school-home relations	96.7%	92.3%	87.9%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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Chapin Elementary										06/01/10-3205041
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	426	99.8	11.8	27	61.2	92.5	90.7	82.8	Yes	Yes
Gender										
Male	202	99.5	18.2	28.3	53.5	88.4	87.9	79.3	N/A	N/A
Female	224	100	6	25.8	68.2	96.3	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	376	99.7	9.6	26.2	64.2	94.3	94.6	89.5	Yes	Yes
African American	37	100	33.3	36.1	30.6	77.8	81.9	73.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	57	98.3	46.3	38.9	14.8	63	64.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	60	100	27.3	30.9	41.8	81.8	80.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	426	99.8	11.8	37.3	50.8	92.8	89.7	78.9	Yes	Yes
Gender										
Male	202	99.5	12.1	37.9	50	90.9	88.6	77	N/A	N/A
Female	224	100	11.5	36.9	51.6	94.5	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	376	99.7	8.2	38	53.8	94.8	94.5	87.2	Yes	Yes
African American	37	100	50	30.6	19.4	72.2	78.3	66.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	57	98.3	37	40.7	22.2	70.4	64.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	60	100	27.3	40	32.7	80	78	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	292	99.7	11.6	57.7	30.6	88.4	81.3	67.5
Gender								
Male	139	99.3	12.5	55.9	31.6	87.5	80.5	67
Female	153	100	10.8	59.5	29.7	89.2	82	68
Racial/Ethnic Group								
White	255	99.6	8.5	59.3	32.3	91.5	89.2	79.5
African American	30	100	41.4	41.4	17.2	58.6	61.9	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	37	97.3	42.9	48.6	8.6	57.1	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsized meals	40	100	18.9	56.8	24.3	81.1	64	55.1
Social Studies								
All Students	293	99.7	11.2	44.9	43.9	88.8	86	72.3
Gender								
Male	135	99.3	15.8	38.3	45.9	84.2	84.9	71.5
Female	158	100	7.2	50.7	42.1	92.8	87.2	73.2
Racial/Ethnic Group								
White	263	99.6	10.2	43.4	46.5	89.8	90.6	80.7
African American	22	100	23.8	66.7	9.5	76.2	75.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	40	97.5	28.9	50	21.1	71.1	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsized meals	41	100	18.4	50	31.6	81.6	72.2	62.1

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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	426	99.5	17.1	36.6	46.3	82.9	80.4	70.2	96.7	96.7
Gender										
Male	201	99	25.9	40.1	34	74.1	74.8	63.2	96.7	96.6
Female	225	100	9.2	33.5	57.3	90.8	86	77.5	96.6	96.7
Racial/Ethnic Group										
White	376	99.7	15	36.2	48.8	85	87	79.1	96.7	96.6
African American	37	100	38.9	41.7	19.4	61.1	64.9	57.6	96.7	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.7	86.2	96.5	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	62.6	97.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	96.7	94
Disability Status										
Disabled	52	100	58	34	8	42	39.2	26.1	96.5	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.7	61.2	98.1	96.6
Socio-Economic Status										
Subsized meals	61	98.4	34.5	38.2	27.3	65.5	61.1	58.9	95.5	95.9

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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							
2009	3	124	100	15	19.2	65.8	85
	4	159	99.4	12.3	28.6	59.1	87.7
	5	143	100	8.5	31.9	59.6	91.5
	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
Mathematics							
2009	3	124	100	18.3	30	51.7	81.7
	4	159	99.4	7.8	39.6	52.6	92.2
	5	143	100	10.6	41.1	48.2	89.4
	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
Science							
2009	3	62	100	13.6	47.5	39	86.4
	4	159	99.4	11.7	61.7	26.6	88.3
	5	71	100	9.9	57.7	32.4	90.1
	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
Social Studies							
2009	3	62	100	11.5	37.7	50.8	88.5
	4	159	99.4	9.1	50	40.9	90.9
	5	72	100	15.7	40	44.3	84.3
	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
Writing							
2009	3	123	99.2	21	28.6	50.4	79
	4	160	99.4	14.2	46.5	39.4	85.8
	5	143	100	17	32.6	50.4	83
	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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