

CHAPIN ELEMENTARY

940 Old Bush River Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	841 Students	
Principal	Harriet B. Wilson	803-575-5900
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	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 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

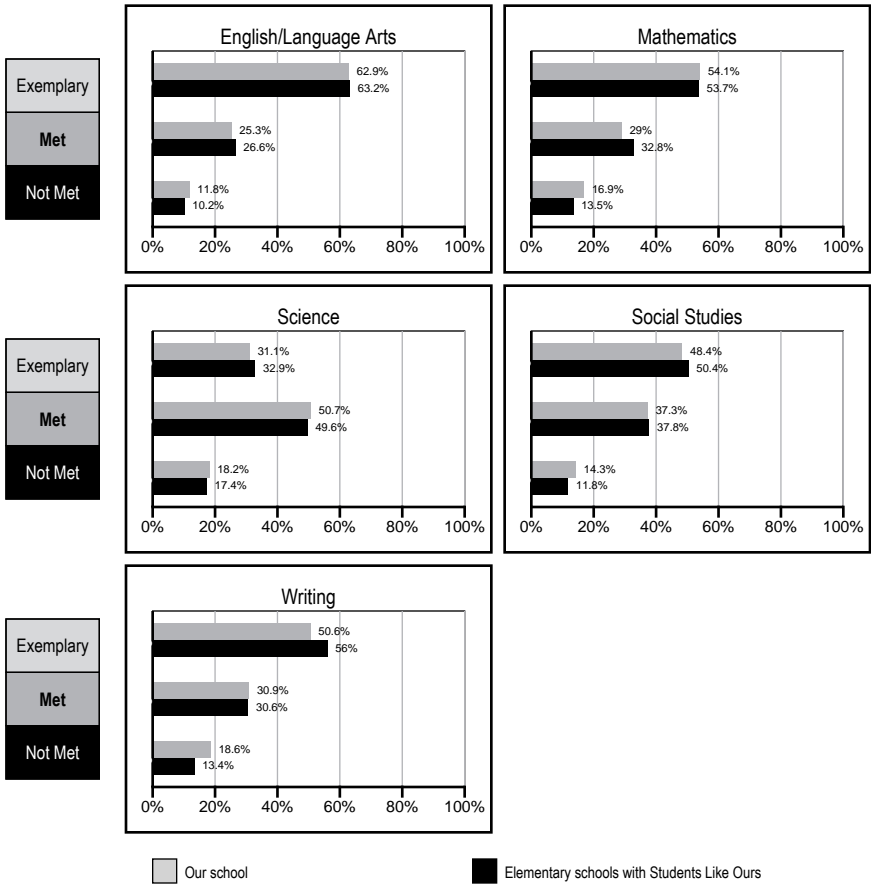
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	1	0	0	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=841)				
First graders who attended full-day kindergarten	99.2%	Up from 98.4%	99.3%	100.0%
Retention rate	0.0%	Down from 0.4%	0.4%	1.2%
Attendance rate	99.9%	Up from 96.7%	96.9%	96.1%
Eligible for gifted and talented	27.6%	Up from 27.3%	29.5%	11.7%
With disabilities other than speech	4.3%	Down from 4.6%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	70.9%	Down from 71.4%	65.4%	60.5%
Continuing contract teachers	94.5%	Up from 89.3%	88.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	85.8%	Up from 82.2%	87.8%	87.0%
Teacher attendance rate	94.1%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	\$50,737	Up 1.4%	\$49,381	\$47,288
Professional development days/teacher	6.0 days	Down from 10.2 days	10.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.9 to 1	20.3 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 90.4%	91.9%	90.8%
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**	\$7,498	Up 0.1%	\$7,136	\$7,548
Percent of expenditures for instruction**	67.2%	Up from 65.8%	69.4%	68.7%
Percent of expenditures for teacher salaries**	66.3%	Up from 64.6%	66.5%	65.1%

* 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

The mission of Chapin Elementary School is to empower students to be problem-solvers by providing challenging, meaningful, and engaging instruction in a joyful, nurturing, and supportive environment. Our school was recognized for receiving the Palmetto Gold Award for an Excellent Absolute Rating for 2009 as well as achieving the status of Adequate Yearly Progress (AYP) and is a State Department of Education Red Carpet School.

Chapin Elementary is a school that focuses on academic achievement as we are "Committed to Excellence for all Students." Measuring academic progress comes in a variety of methods. We use data results from PASS, MAP, and Dominie as well as other formative classroom assessments to enhance the curriculum and provide valuable information for differentiating instruction. The state-mandated testing, Palmetto Assessment of State Standards (PASS) results showed significant improvement from the previous year. By using data from the Measures of Academic Achievement (MAP), we are able to identify strengths and weaknesses by individual student and make instructional decisions for student achievement. Another formative assessment is the Dominie Reading Assessment that helps teachers make immediate instructional decisions to guide and facilitate our students learning to achieve at high levels. Our goal is to move each and every student to advanced levels of learning by meeting their individual needs through differentiation instruction.

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. Fourth and fifth grade Academically Gifted students were served in content-based classrooms. CES uses advanced technology such as SMART boards, Sentoes, Document Cameras, Wikis, Blogs, Compass Learning, and United Streaming to enhance instruction.

CES continues to emphasize character development and behavior for every child. The entire staff was trained in the program, "Time To Teach." "Time to Teach" is a school-wide positive behavior program with an instructional focus where school procedures and expectations are clearly defined, taught, and modeled for our students.

During the 2009-2010, our school was challenged with new construction and renovations within the building, moving classrooms during the school year, and budget cuts. Our staff and community worked together to continue our focus on student learning with a positive and flexible attitude. Through strong collaborative, commitment and dedication of our administrators, faculty, staff, students, and community, we did persevere. Thank you for your outstanding support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Harriet B. Wilson, Principal
Michelle Estridge, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	160	82
Percent satisfied with learning environment	93.9%	90.6%	87.3%
Percent satisfied with social and physical environment	91.8%	88.1%	92.5%
Percent satisfied with school-home relations	95.9%	92.5%	82.7%

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

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No Child Left Behind

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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	453	100	11.8	25.3	62.9	94	90.5	83.5	Yes	Yes
Gender										
Male	236	100	14.8	29.6	55.6	90.1	87.7	80.1	N/A	N/A
Female	217	100	8.7	20.7	70.7	98.1	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	408	100	11	24.1	64.9	94.6	94.8	89.6	Yes	Yes
African American	34	100	25.8	35.5	38.7	83.9	80.7	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	61	100	54.2	16.9	28.8	62.7	66.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	23.8	28.6	47.6	87.3	81.4	76.9	Yes	Yes

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

All Students	453	100	16.9	29	54.1	92.1	90.4	80.4	Yes	Yes
Gender										
Male	236	100	18.8	27.4	53.8	91.9	88.9	78.4	N/A	N/A
Female	217	100	14.9	30.8	54.3	92.3	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	408	100	14.9	29.2	55.9	93.1	94.8	87.8	Yes	Yes
African American	34	100	45.2	25.8	29	77.4	80.1	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	61	100	49.2	30.5	20.3	69.5	65	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	27	44.4	28.6	81	79.4	72.8	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	295	100	18.2	50.7	31.1	81.8	81.1	67.3
Gender								
Male	158	100	18.8	53	28.2	81.2	80.2	66.9
Female	137	100	17.6	48.1	34.4	82.4	82	67.7
Racial/Ethnic Group								
White	266	100	17.6	50.6	31.8	82.4	88.8	79.6
African American	22	100	31.6	52.6	15.8	68.4	63.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	43	100	69	23.8	7.1	31	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	49	100	32.6	41.9	25.6	67.4	63.8	55.4
Social Studies								
All Students	294	100	14.3	37.3	48.4	85.7	84.4	70.9
Gender								
Male	157	100	17.6	32.4	50	82.4	83.4	70.1
Female	137	100	10.7	42.7	46.6	89.3	85.4	71.7
Racial/Ethnic Group								
White	262	100	12.4	37.6	50	87.6	89.2	79.2
African American	24	100	36.4	40.9	22.7	63.6	73.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	37	100	45.7	28.6	25.7	54.3	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	47	100	26.8	41.5	31.7	73.2	71.7	60.8

Abbreviations for Missing Data

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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	449	99.3	18.2	31	50.8	81.8	81	72.1	99.9	98.8
Gender										
Male	234	99.6	24.3	32.4	43.2	75.7	75.2	65.2	99.9	98.7
Female	215	99.1	11.6	29.5	58.9	88.4	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	405	99.5	16.7	31.1	52.2	83.3	87.5	80.8	99.9	98.8
African American	34	100	38.7	35.5	25.8	61.3	66	59.7	99.9	98.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	57	100	63.2	21.1	15.8	36.8	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	72	100	31.7	33.3	34.9	68.3	64.4	61.9	99.9	98.5

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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
2010	3	143	100	6.7	17.8	75.6	93.3
	4	136	100	16.4	28.9	54.7	83.6
	5	174	100	12.5	28.6	58.9	87.5
	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	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
2010	3	143	100	15.6	20	64.4	84.4
	4	136	100	13.3	23.4	63.3	86.7
	5	174	100	20.8	40.5	38.7	79.2
	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	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
2010	3	72	100	20.9	31.3	47.8	79.1
	4	136	100	14.8	58.6	26.6	85.2
	5	87	100	21.2	54.1	24.7	78.8
	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

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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							
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
2010	3	71	100	7.4	32.4	60.3	92.6
	4	136	100	18	40.6	41.4	82
	5	87	100	14.5	36.1	49.4	85.5
	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	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
2010	3	142	98.6	18.8	33.1	48.1	81.2
	4	134	99.3	17.2	27.3	55.5	82.8
	5	173	100	18.5	32.1	49.4	81.5
	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

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