



CHAPIN ELEMENTARY

940 Old Bush River Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	808 Students	
Principal	Harriet B. Wilson	803-575-5900
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	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://eoc.sc.gov>

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

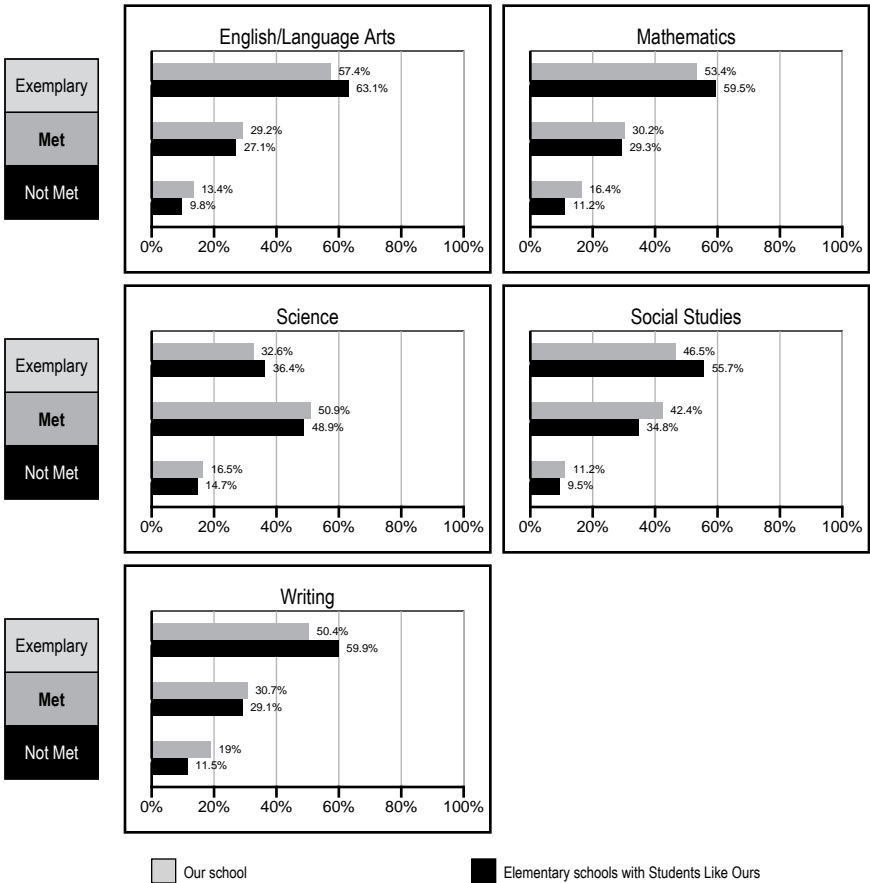
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=808)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	0.9%	1.1%
Attendance rate	96.6%	Down from 99.9%	96.7%	96.2%
Served by gifted and talented program	31.2%	Up from 27.6%	31.6%	13.4%
With disabilities other than speech	2.1%	Down from 4.3%	2.9%	4.1%
Older than usual for grade	0.0%	No Change	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	76.3%	Up from 70.9%	69.5%	62.5%
Continuing contract teachers	94.9%	Up from 94.5%	93.8%	88.2%
Teachers returning from previous year	90.7%	Up from 85.8%	89.9%	87.8%
Teacher attendance rate	94.6%	Up from 94.1%	95.0%	95.2%
Average teacher salary*	\$51,850	Up 2.2%	\$49,249	\$46,773
Professional development days/teacher	7.2 days	Up from 6.0 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.0 to 1	21.3 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 93.4%	91.1%	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**	\$7,270	Down 3.0%	\$6,655	\$7,447
Percent of expenditures for instruction**	70.4%	Up from 67.2%	71.4%	68.4%
Percent of expenditures for teacher salaries**	69.5%	Up from 66.3%	70.2%	65.8%

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

** 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

The mission of Chapin Elementary School (CES) is to ensure that all students learn at high levels in a supportive environment. Our school was recognized for receiving the Palmetto Gold Award for an Excellent Absolute Rating for 2010, 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 sets the goal on academic achievement through "assuring high levels of learning for all students." To accomplish our goal we focused on four target areas: (1) using data to make instructional decisions, (2) literacy across the curriculum, (3) teacher collaboration and (4) positive behavior interventions and support.

Using and measuring academic progress is a priority. We use data results from PASS, MAP, Dominie, and other formative classroom assessments to provide valuable information for differentiating instruction. By using data from the Measures of Academic Progress (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 student learning.

Teachers continue to implement best practice in a balanced literacy approach across the content areas. Reading Recovery and Reading Interventionist work with individual and small groups of students on reading strategies. Fourth and fifth grade Academically Gifted students were served in content-based classrooms. Two science labs were available for hands-on, engaging science instruction. CES uses advanced technology such as SMART boards, Document Cameras, Wikis, and blogs to enhance instruction.

Professional Learning Teams were established throughout the school. Our leadership team was trained in building Professional Learning Teams. Coupled with administration, the leadership team provided the staff development and leadership on collaboration. Grade level meetings were focused on developing common assessments and looking closely at student achievement.

CES continues to emphasize character development and behavior for every child. "PBIS," a school-wide positive behavior program, was implemented. PBIS provides an instructional focus where school expectations are clearly defined, taught, and modeled for our students.

The CES faculty is, and will remain, totally committed to offering the best educational opportunities, a safe learning environment, and a warm, family atmosphere for our students and parents.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	147	130
Percent satisfied with learning environment	88.7%	76.6%	87.2%
Percent satisfied with social and physical environment	96.8%	78.1%	88.1%
Percent satisfied with school-home relations	96.8%	81.5%	84.8%

* 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 15 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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.6%	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

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 = 79.4% (Met or Exemplary)

All Students	426	100	13.4	29.2	57.4	91.7	89.6	82.4	Yes	Yes
Gender										
Male	229	100	17.5	32.1	50.5	90.1	86.7	78.7	N/A	N/A
Female	197	100	8.6	25.9	65.4	93.5	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	372	100	12.3	27.6	60.1	92	93.8	88.9	Yes	Yes
African American	35	100	25.8	41.9	32.3	87.1	80.2	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	13	100	18.2	45.5	36.4	90.9	85.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	57	100	41.1	33.9	25	73.2	60.2	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	23.5	40	36.5	83.5	79.6	75.4	Yes	Yes

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

All Students	426	100	16.4	30.2	53.4	89.7	90.6	81.9	Yes	Yes
Gender										
Male	229	100	18.4	29.2	52.4	88.2	88.7	79.9	N/A	N/A
Female	197	100	14.1	31.4	54.6	91.4	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	372	100	13.4	31.9	54.7	92	95	88.9	Yes	Yes
African American	35	100	51.6	12.9	35.5	64.5	80.8	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	13	100	18.2	27.3	54.5	81.8	85.8	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	57	100	48.2	30.4	21.4	64.3	63	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	34.1	40	25.9	74.1	80.7	74.9	No	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

	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	100	16.4	51.3	32.4	83.6	81.2	68.6
Gender								
Male	155	100	15.2	52.4	32.4	84.8	80.2	68.3
Female	137	100	17.7	50	32.3	82.3	82.2	68.9
Racial/Ethnic Group								
White	259	100	15.4	52.4	32.1	84.6	89.5	80.7
African American	21	100	35.3	41.2	23.5	64.7	62.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	70.8
Disability Status								
Disabled	37	100	41.7	36.1	22.2	58.3	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73.6	60.7
Socio-Economic Status								
Subsidized meals	66	100	37.9	39.7	22.4	62.1	65.8	57.3
Social Studies								
All Students	287	100	11.2	42.4	46.5	88.8	85.5	72.5
Gender								
Male	155	100	11	41.4	47.6	89	84.1	72
Female	132	100	11.3	43.5	45.2	88.7	86.8	73.1
Racial/Ethnic Group								
White	251	100	10.1	43.5	46.4	89.9	91.7	81
African American	23	100	28.6	23.8	47.6	71.4	71.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.3	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.6	73.5
Disability Status								
Disabled	39	100	33.3	41	25.6	66.7	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.8	69.7
Socio-Economic Status								
Subsidized meals	62	100	24.1	44.4	31.5	75.9	70.8	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	149	99.3	19	30.7	50.4	81	83.4	73.2	96.6	96.8
Gender										
Male	83	100	24.7	32.5	42.9	75.3	77.5	67.2	96.5	96.8
Female	66	98.5	11.7	28.3	60	88.3	89.2	79.4	96.6	96.8
Racial/Ethnic Group										
White	130	99.2	18.3	29.2	52.5	81.7	88.6	81.5	96.5	96.7
African American	14	100	30.8	38.5	30.8	69.2	72.1	61.3	96.6	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	87	96.9	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.5	66.7	97	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	72.2	96.5	96.4
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	31.6	40.5	26	96.1	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.6	97.3
Socio-Economic Status										
Subsidized meals	29	100	35.7	32.1	32.1	64.3	71	63.2	95.7	96.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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
Mathematics							
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
2011	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
Science							
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
2011	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	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
Writing							
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
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	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

Abbreviations for Missing Data

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