

W HERBERT CHAPMAN ELEMENTARY

230 Bryant Rd
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	456 Students	
Principal	Eric Mathison	864-594-4440
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Good
2008	Below Average	Average
2007	Below Average	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

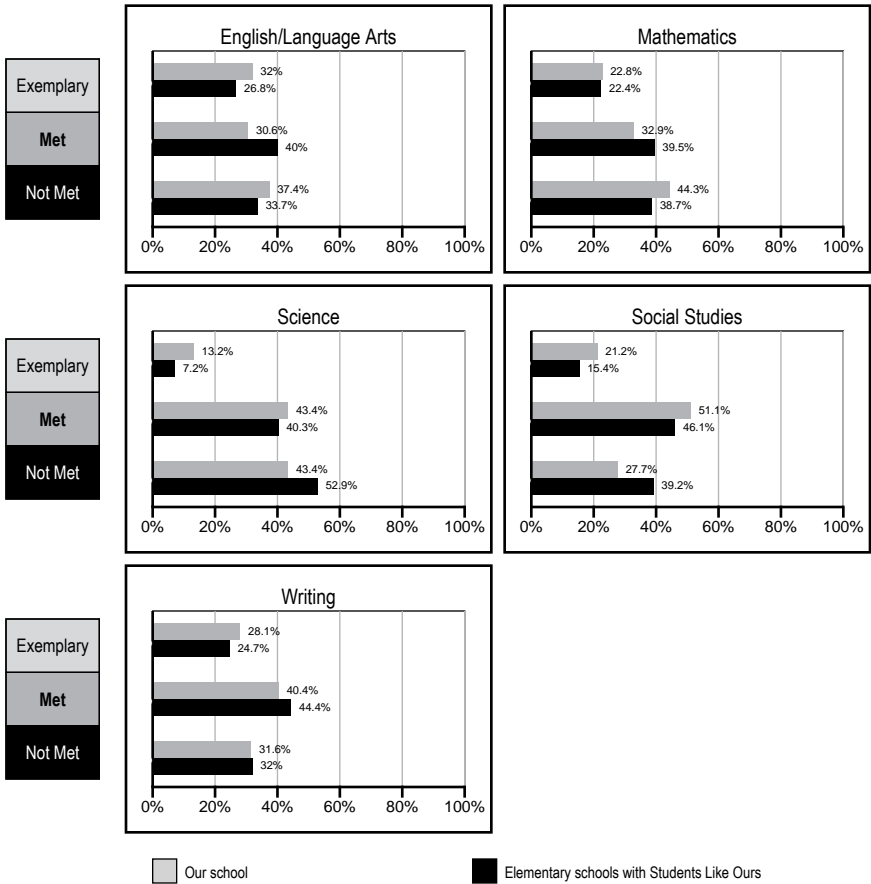
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	93	53	23

* 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=456)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.5%	1.1%
Attendance rate	95.3%	Up from 95.1%	96.2%	96.2%
Served by gifted and talented program	9.2%	Up from 8.8%	5.5%	13.4%
With disabilities other than speech	5.7%	Down from 10.1%	4.3%	4.1%
Older than usual for grade	0.7%	Down from 1.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 74.3%	61.7%	62.5%
Continuing contract teachers	77.8%	Down from 85.7%	82.4%	88.2%
Teachers returning from previous year	87.0%	Up from 84.2%	84.7%	87.8%
Teacher attendance rate	95.3%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$49,088	Down 1.6%	\$45,027	\$46,773
Professional development days/teacher	12.2 days	Down from 14.4 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.2 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.1%	Down from 89.2%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,109	Down 4.3%	\$8,417	\$7,447
Percent of expenditures for instruction**	63.2%	Up from 61.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	62.6%	Up from 60.3%	64.2%	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

Chapman Elementary continues to ignite the curiosity of the technology-minded student. The infusion of technology into a balanced curriculum enhances and enriches the academic program and gives students a vibrant 21st century learning environment. On a daily basis, the use of technology is integrated into the curriculum, and connections are made with the use of real-world technological applications designed to allow students to become effective problem solvers and communicators. With all classrooms at Chapman equipped with state-of-the-art interactive technology equipment, students are able to research, apply, and present what they are learning in creative and cutting-edge ways.

Throughout the 2010-2011 school year, Chapman Elementary School has remained focused in its data driven approach that fosters academic growth for all students. The utilization of Measures of Academic Performance data provided teachers with the necessary information to meet the individual learning needs of all students in grades 2-6. Along with substantial gains in Dominic Reading levels, the Chapman Elementary family was thrilled to see that year-end MAP data revealed substantial gains in many areas. These growth trends were enhanced through the SC Teacher Advancement Program. The TAP program provides ongoing data driven staff development through weekly professional development meetings. The in-depth focus on scientific-based strategies has enhanced our daily instructional delivery in the classroom to ensure student success.

Programs such as RIF, Accelerated Reader, Classworks, National Junior Beta Club, Student Council, educational trips, 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 AmeriCorps, local businesses, and churches help our students gain a strong sense of community.

Our students embody the school motto:
Chapman Chiefs are Learners Today, Leaders Tomorrow!

Eric Mathison, Principal
Ann Caudle, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	45	39
Percent satisfied with learning environment	90.5%	86.7%	92.1%
Percent satisfied with social and physical environment	92.5%	80.0%	81.6%
Percent satisfied with school-home relations	82.9%	91.1%	86.5%

* 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 13 out of 19 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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	256	100	37.2	30	32.7	72.2	77.9	82.4	No	Yes
Gender										
Male	130	100	45.5	25.5	29.1	65.5	73.7	78.7	N/A	N/A
Female	126	100	29.2	34.5	36.3	78.8	82.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	63	100	20.8	30.2	49.1	83	88.3	88.9	Yes	Yes
African American	141	100	44.2	29.2	26.7	65.8	70.2	72.9	No	Yes
Asian/Pacific Islander	13	100	8.3	50	41.7	91.7	93.1	93	I/S	I/S
Hispanic	38	100	48.6	27	24.3	70.3	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	45	100	79.5	7.7	12.8	25.6	37.3	48.1	I/S	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	37	100	44.4	36.1	19.4	75	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	100	39.7	30.2	30.2	70.4	71	75.4	No	Yes

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

All Students	256	100	43.9	32.7	23.3	67.3	75.6	81.9	No	Yes
Gender										
Male	130	100	48.2	27.3	24.5	61.8	73	79.9	N/A	N/A
Female	126	100	39.8	38.1	22.1	72.6	78.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	63	100	24.5	34	41.5	83	87.5	88.9	Yes	Yes
African American	141	100	50	35	15	62.5	66.9	71.4	No	Yes
Asian/Pacific Islander	13	100	16.7	50	33.3	83.3	90.2	94.6	I/S	I/S
Hispanic	38	100	62.2	16.2	21.6	54.1	74.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	45	100	84.6	7.7	7.7	20.5	30.9	47.3	I/S	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	37	100	58.3	25	16.7	55.6	82.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	100	47.7	30.7	21.6	64.8	67.6	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	158	100	42.8	42.8	14.5	57.2	64.1	68.6
Gender								
Male	79	100	49.3	34.3	16.4	50.7	63.4	68.3
Female	79	100	36.6	50.7	12.7	63.4	64.8	68.9
Racial/Ethnic Group								
White	40	100	24.2	39.4	36.4	75.8	83.8	80.7
African American	89	100	46.1	46.1	7.9	53.9	50.5	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	21	100	66.7	23.8	9.5	33.3	63.6	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	28	100	80.8	11.5	7.7	19.2	27.4	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	20	100	63.2	26.3	10.5	36.8	68.4	60.7
Socio-Economic Status								
Subsidized meals	140	100	44.8	41.6	13.6	55.2	53	57.3
Social Studies								
All Students	161	100	27.7	50.4	22	72.3	69.7	72.5
Gender								
Male	82	100	36.2	42	21.7	63.8	67.7	72
Female	79	100	19.4	58.3	22.2	80.6	72	73.1
Racial/Ethnic Group								
White	39	100	14.7	47.1	38.2	85.3	85.7	81
African American	88	100	34.7	50.7	14.7	65.3	58.3	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.1	89
Hispanic	26	100	32	44	24	68	70.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	29	100	56	28	16	44	34	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	26	100	26.9	50	23.1	73.1	80.8	69.7
Socio-Economic Status								
Subsidized meals	140	100	30.2	50.8	19	69.8	60.4	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	64	98.4	31.6	40.4	28.1	68.4	69	73.2	95.3	95.7
Gender										
Male	36	97.2	35.5	35.5	29	64.5	63.3	67.2	95.1	95.5
Female	28	100	26.9	46.2	26.9	73.1	75.1	79.4	95.6	95.8
Racial/Ethnic Group										
White	14	100	38.5	30.8	30.8	61.5	83.4	81.5	94.6	95.6
African American	34	97.1	37.9	37.9	24.1	62.1	57.7	61.3	95.2	95.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	87	96.2	97.1
Hispanic	12	100	9.1	54.5	36.4	90.9	76.2	66.7	96.4	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.4	94.4
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	8.3	14	26	94.4	94.4
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	11	100	I/S	I/S	I/S	I/S	80.3	65.7	96.7	97
Socio-Economic Status										
Subsidized meals	55	100	34	38	28	66	57.5	63.2	95.3	95.3

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	66	98.5	37.1	35.5	27.4	62.9
	4	74	100	33.3	42.9	23.8	66.7
	5	60	100	28.6	33.9	37.5	71.4
	6	51	100	27.1	41.7	31.3	72.9
	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	67	100	37.3	16.9	45.8	62.7
	4	62	100	49.1	29.1	21.8	50.9
	5	66	100	33.3	38.6	28.1	66.7
	6	61	100	28.8	36.5	34.6	71.2
	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	66	98.5	50	29	21	50
	4	74	100	33.3	49.2	17.5	66.7
	5	60	100	30.4	41.1	28.6	69.6
	6	51	100	31.3	52.1	16.7	68.8
	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	67	100	39	28.8	32.2	61
	4	62	100	56.4	23.6	20	43.6
	5	66	100	54.4	29.8	15.8	45.6
	6	61	100	25	50	25	75
	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	34	100	87.9	9.1	3	12.1
	4	74	100	33.3	58.7	7.9	66.7
	5	30	96.7	31	48.3	20.7	69
	6	26	100	37.5	58.3	4.2	62.5
	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	33	100	56.7	26.7	16.7	43.3
	4	62	100	41.8	41.8	16.4	58.2
	5	34	100	44.8	44.8	10.3	55.2
	6	29	100	25	62.5	12.5	75
	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	31	100	37.9	48.3	13.8	62.1
	4	74	100	33.3	46	20.6	66.7
	5	30	100	38.5	38.5	23.1	61.5
	6	25	100	20.8	37.5	41.7	79.2
	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	34	100	24.1	51.7	24.1	75.9
	4	62	100	36.4	45.5	18.2	63.6
	5	32	100	32.1	57.1	10.7	67.9
	6	33	100	10.3	51.7	37.9	89.7
	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	68	98.5	61.5	21.5	16.9	38.5
	4	73	98.6	32.8	54.7	12.5	67.2
	5	60	96.7	38.9	35.2	25.9	61.1
	6	50	98	47.9	43.8	8.3	52.1
	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	64	98.4	31.6	40.4	28.1	68.4
	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

Abbreviations for Missing Data

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