



W. Herbert Chapman Elementary School

230 Bryant Road
Spartanburg, SC 29303

Grades	K-5 Elementary School	
Enrollment	374 Students	
Principal	Eric T. Mathison	864-594-4440
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Lawrence E. Flynn, Jr.	864-594-4405

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	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 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

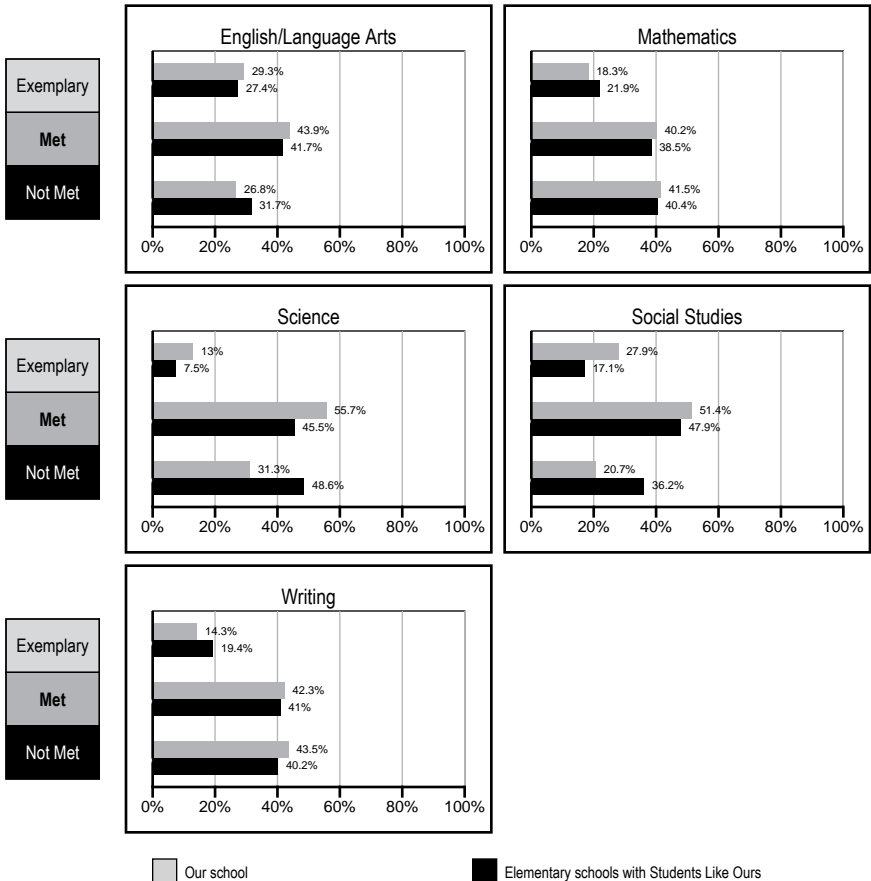
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	87	43	15

* Ratings are calculated with data available by 12/14/2013.

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=374)				
First graders who attended full-day kindergarten	77.5%	Down from 87.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	1.1%	0.9%
Attendance rate	94.9%	Down from 95.4%	95.9%	96.3%
Served by gifted and talented program	4.9%	N/A	2.6%	7.2%
With disabilities	15.0%	N/A	13.3%	12.4%
Older than usual for grade	1.4%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	73.3%	Down from 78.6%	59.8%	62.5%
Continuing contract teachers	80.0%	Down from 89.3%	74.7%	83.3%
Teachers returning from previous year	84.1%	Up from 82.4%	84.7%	88.3%
Teacher attendance rate	92.8%	Down from 95.7%	94.9%	95.0%
Average teacher salary*	\$52,280	Up 1.2%	\$46,003	\$48,193
Professional development days/teacher	12.4 days	Down from 14.8 days	10.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 22.8 to 1	17.8 to 1	20.1 to 1
Prime instructional time	85.7%	Down from 88.0%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Down from 99.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,454	Up 2.4%	\$8,426	\$7,364
Percent of expenditures for instruction**	66.0%	Up from 62.7%	66.0%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 62.1%	63.5%	66.0%

* 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

Throughout the 2012-2013 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 Progress data, District Benchmark Tests along with Domine testing provided teachers with the necessary information to meet the individual learning needs of all students. The in-depth focus on scientific-based strategies has enhanced our daily instructional delivery in the classroom to ensure student success. Chapman teachers are also working hard to implement the new Common Core Standards. Teachers have been participating in intensive staff development from district personnel and within the school throughout the year.

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, including the utilization of teacher and student iPads, students are able to research, apply, and present what they are learning in creative and cutting-edge ways. Programs such as Accelerated Reader, Classworks, FastForward, 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, Student Council service projects, Environmental Club projects (which earned Chapman the distinction of being a certified Green Steps School), 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; Melissa Falk, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	52	14
Percent satisfied with learning environment	90.7%	86.6%	92.8%
Percent satisfied with social and physical environment	93.8%	70.6%	92.8%
Percent satisfied with school-home relations	83.8%	74.5%	85.7%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	79.6
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

W. Herbert Chapman Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.3%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	647.1	628.9	620.9	635.5	100.0	100.0
Male	640.5	629.1	623.1	631.8	100.0	100.0
Female	654.5	628.6	618.5	639.7	100.0	100.0
White	639.0	632.5	624.6	619.5	100.0	100.0
African American	652.1	623.5	615.1	634.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	636.8	628.9	620.8	646.0	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	640.1	630.8	617.4	646.3	100.0	100.0
Subsidized meals	646.3	627.8	620.0	634.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	68	100	44.6	23.1	32.3	55.4
	4	61	100	29.3	39.7	31	70.7
	5	62	100	45.6	26.3	28.1	54.4
	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
2013	3	53	100	20.4	30.6	49	79.6
	4	65	100	32.3	48.4	19.4	67.7
	5	59	100	25.5	50.9	23.6	74.5
	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							
2012	3	68	100	49.2	23.1	27.7	50.8
	4	61	100	31	43.1	25.9	69
	5	62	100	56.1	28.1	15.8	43.9
	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
2013	3	53	100	40.8	30.6	28.6	59.2
	4	65	100	40.3	40.3	19.4	59.7
	5	59	100	41.8	49.1	9.1	58.2
	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							
2012	3	33	100	64.5	29	6.5	35.5
	4	61	100	20.7	70.7	8.6	79.3
	5	31	100	39.3	39.3	21.4	60.7
	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
2013	3	28	100	29.6	59.3	11.1	70.4
	4	65	100	29	53.2	17.7	71
	5	29	100	37	59.3	3.7	63
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	35	97.1	24.2	42.4	33.3	75.8
	4	61	100	19	55.2	25.9	81
	5	31	100	34.5	44.8	20.7	65.5
	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
2013	3	25	100	22.7	50	27.3	77.3
	4	65	100	21	51.6	27.4	79
	5	30	100	17.9	53.6	28.6	82.1
	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
Writing							
2012	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	62	96.8	44.6	30.4	25	55.4
	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
2013	3	56	96.4	40.8	40.8	18.4	59.2
	4	65	100	57.8	34.4	7.8	42.2
	5	58	100	29.1	52.7	18.2	70.9
	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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