

W Herbert Chapman Elementary

230 Bryant Rd
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	486 Students	
Principal	Eric Mathison	864-594-4440
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	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 2008-09 whose 2007-08 test scores were located

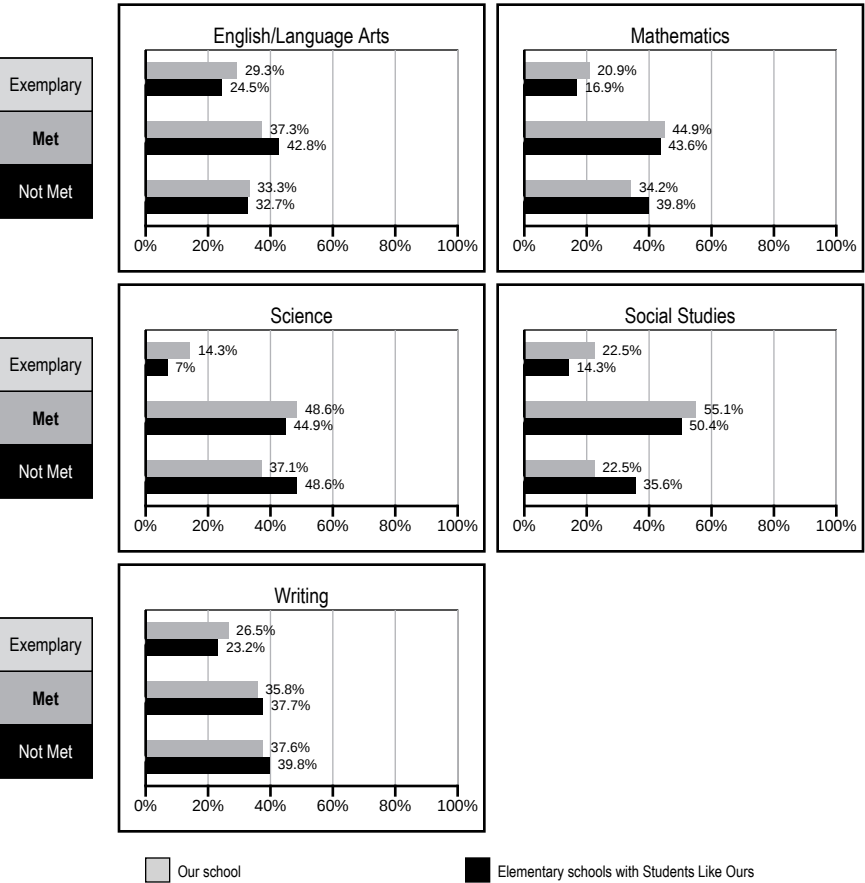
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	95	57	19

* 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=486)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.9%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.2%	96.0%	96.3%
Eligible for gifted and talented	6.4%	Down from 7.9%	4.3%	10.0%
With disabilities other than speech	9.8%	Up from 9.2%	8.1%	7.7%
Older than usual for grade	1.3%	Up from 1.0%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	74.3%	Up from 69.7%	56.8%	59.4%
Continuing contract teachers	77.1%	Up from 72.7%	73.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 86.7%	83.1%	85.9%
Teacher attendance rate	92.6%	Down from 93.0%	95.1%	95.1%
Average teacher salary*	\$48,517	Up 2.7%	\$45,608	\$47,149
Professional development days/teacher	14.5 days	Up from 13.9 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 16.6 to 1	17.4 to 1	18.8 to 1
Prime instructional time	87.3%	No Change	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,499	Up 8.7%	\$8,320	\$7,458
Percent of expenditures for instruction**	65.9%	Down from 71.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	63.6%	Down from 67.7%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Chapman Elementary School, we continually strive to prepare students to lead healthy, meaningful, and productive lives. Chapman is working to infuse technology throughout the curriculum. This approach develops learning experiences where inquiry, curiosity, and exploration are valued. Students are motivated to learn while utilizing technology to research, produce, and present what they are learning.

We are also thrilled that we have just completed our second year as a TAP school. TAP's goal is to provide staff development and support to teachers, which ensures student success. These efforts are paying off. Chapman Elementary was one of only five schools in South Carolina to receive the highest TAP rating for making school gains.

Our faculty, staff, and administration work together to provide students a rich and exciting educational experience. We also offer full-day kindergarten to 4- and 5-year-olds and Foreign Language, Band, and Orchestra to students in the intermediate grades. Programs such as Reading Recovery, RIF, Accelerated Reader, National Junior Beta Club, Student Council, and Boys and Girls Club support and strengthen the standards-based instruction that our teaching staff provides daily.

We provide students the opportunity to experience what they are learning through educational trips including Columbia, Charleston, aquariums, and zoos. Our Odyssey of the Mind Team qualified for the world completion for the second year in a row, and we look forward to strengthening and growing our team in the coming year. Additionally, a strong and active Parent Teacher Organization and Mentoring relationships with local businesses and churches help our students gain a strong sense of community.

We are confident that our efforts will continue to bring about improvement and therefore remain very optimistic about the future of the students at Chapman Elementary.

Eric Mathison, Principal
Felicia Ratcliff, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	60	44
Percent satisfied with learning environment	85.7%	81.4%	85.7%
Percent satisfied with social and physical environment	90.5%	76.7%	79.5%
Percent satisfied with school-home relations	83.3%	78.3%	86.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 23 out of 23 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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	254	100	32.9	37.7	29.4	79.4	79.2	82.8	Yes	Yes
Gender										
Male	131	100	32.8	37	30.3	80.7	75.5	79.3	N/A	N/A
Female	123	100	33	38.5	28.4	78	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	73	100	25.8	35.5	38.7	80.6	90.2	89.5	Yes	Yes
African American	126	100	38.8	37.1	24.1	78.4	71.7	73.7	Yes	Yes
Asian/Pacific Islander	12	100	25	50	25	75	84.8	92.3	I/S	I/S
Hispanic	42	100	29.7	40.5	29.7	81.1	80.9	76.5	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	82.5	I/S	I/S
Disability Status										
Disabled	39	100	76.5	20.6	2.9	29.4	37.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	30.2	41.9	27.9	79.1	81.6	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	220	100	36.4	35.4	28.2	76.4	71.9	75.5	Yes	Yes

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

All Students	254	100	33.8	45.2	21.1	73.7	75.2	78.9	Yes	Yes
Gender										
Male	131	100	32.8	43.7	23.5	74.8	73.4	77	N/A	N/A
Female	123	100	34.9	46.8	18.3	72.5	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	73	100	30.6	40.3	29	75.8	88.1	87.2	Yes	Yes
African American	126	100	38.8	44	17.2	70.7	66	66.7	Yes	Yes
Asian/Pacific Islander	12	100	16.7	58.3	25	91.7	87.5	93	I/S	I/S
Hispanic	42	100	29.7	51.4	18.9	73	79.1	76	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	79.5	I/S	I/S
Disability Status										
Disabled	39	100	76.5	20.6	2.9	17.6	34.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	27.9	51.2	20.9	76.7	81.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	220	100	36.4	43.6	20	70.3	66.4	70.2	Yes	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	156	100	37.3	47.9	14.8	62.7	63.3	67.5
Gender								
Male	78	100	30	57.1	12.9	70	63.6	67
Female	78	100	44.4	38.9	16.7	55.6	62.9	68
Racial/Ethnic Group								
White	49	100	21.4	57.1	21.4	78.6	83.8	79.5
African American	72	100	47.1	45.6	7.4	52.9	49.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	27	100	29.2	45.8	25	70.8	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	82.4	11.8	5.9	17.6	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	27	100	38.5	34.6	26.9	61.5	69	59.6
Socio-Economic Status								
Subsided meals	137	100	38.7	48.4	12.9	61.3	51.7	55.1

Social Studies								
All Students	156	100	22.1	55	22.9	77.9	69.8	72.3
Gender								
Male	80	100	23	52.7	24.3	77	69.7	71.5
Female	76	100	21.2	57.6	21.2	78.8	69.9	73.2
Racial/Ethnic Group								
White	43	100	24.3	40.5	35.1	75.7	86	80.7
African American	79	100	24.7	60.3	15.1	75.3	58.2	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	25	100	19	52.4	28.6	81	72.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	72.2
Disability Status								
Disabled	24	100	63.6	31.8	4.5	36.4	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	29	100	15.4	57.7	26.9	84.6	75.2	67.9
Socio-Economic Status								
Subsided meals	133	100	24.8	53.8	21.4	75.2	59.4	62.1

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	249	98.8	37.6	35.8	26.5	62.4	66.7	70.2	95.7	95.6
Gender										
Male	129	97.7	40.2	35.9	23.9	59.8	60.5	63.2	95.6	95.4
Female	120	100	34.9	35.8	29.4	65.1	73.2	77.5	95.7	95.7
Racial/Ethnic Group										
White	72	98.6	41.9	27.4	30.6	58.1	82.2	79.1	94	95.5
African American	123	99.2	41.7	37.4	20.9	58.3	55.5	57.6	96.4	95.5
Asian/Pacific Islander	12	100	16.7	58.3	25	83.3	80.9	86.2	96.4	96
Hispanic	41	97.6	25	38.9	36.1	75	71.4	62.6	96.1	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.8	94.7
Disability Status										
Disabled	39	92.3	N/AV	N/AV	N/AV	17.6	20.9	26.1	93.7	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	44	97.7	26.2	38.1	35.7	73.8	73	61.2	96.1	95.9
Socio-Economic Status										
Subsidized meals	200	99	41.3	33.9	24.9	58.7	55.7	58.9	95.6	95

Abbreviations for Missing Data

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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	75	100	40.6	29.7	29.7	59.4
	4	59	100	27.3	40	32.7	72.7
	5	52	100	26.1	43.5	30.4	73.9
	6	68	100	34.9	39.7	25.4	65.1
	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
Mathematics							
2009	3	75	100	48.4	29.7	21.9	51.6
	4	59	100	25.5	43.6	30.9	74.5
	5	52	100	30.4	58.7	10.9	69.6
	6	68	100	28.6	52.4	19	71.4
	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	38	100	58.8	29.4	11.8	41.2
	4	58	100	14.8	61.1	24.1	85.2
	5	27	100	N/AV	N/AV	N/AV	60.9
	6	33	100	51.6	35.5	12.9	48.4
	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	37	100	36.7	43.3	20	63.3
	4	59	100	10.9	56.4	32.7	89.1
	5	25	100	30.4	47.8	21.7	69.6
	6	35	100	21.9	68.8	9.4	78.1
	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
Writing							
2009	3	74	98.7	45.3	28.1	26.6	54.7
	4	58	96.6	34	34	32.1	66
	5	50	100	43.5	32.6	23.9	56.5
	6	67	100	28.6	47.6	23.8	71.4
	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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