

W HERBERT CHAPMAN ELEMENTARY

230 Bryant Rd
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	484 Students	
Principal	Eric Mathison	864-594-4440
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Good
2008	Below Average	Average
2007	Below Average	Average
2006	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 2009-10 whose 2008-09 test scores were located

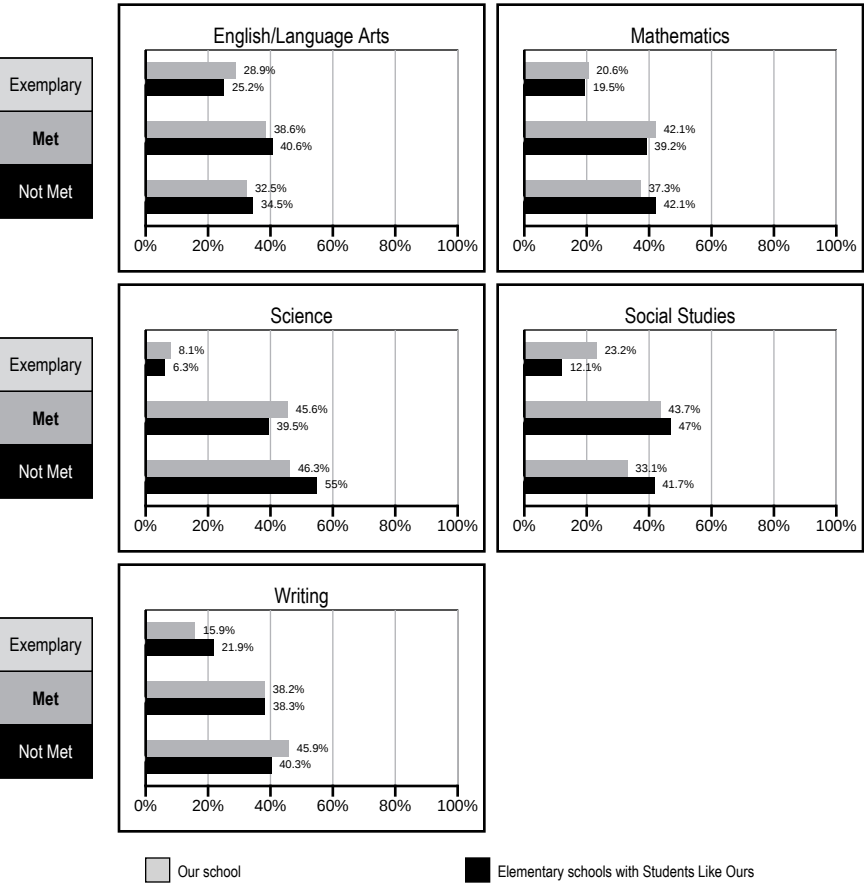
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	87	58	23

* 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=484)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	1.5%	1.2%
Attendance rate	95.1%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	8.8%	Up from 6.4%	4.6%	11.7%
With disabilities other than speech	10.1%	Up from 9.8%	8.4%	8.0%
Older than usual for grade	1.3%	No Change	0.8%	0.4%
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%	No Change	60.0%	60.5%
Continuing contract teachers	85.7%	Up from 77.1%	79.7%	84.6%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.2%	83.6%	87.0%
Teacher attendance rate	94.8%	Up from 92.6%	95.4%	95.4%
Average teacher salary*	\$49,890	Up 2.8%	\$45,582	\$47,288
Professional development days/teacher	14.4 days	Down from 14.5 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 87.3%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,475	Down 0.3%	\$8,649	\$7,548
Percent of expenditures for instruction**	61.3%	Down from 65.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	60.3%	Down from 63.6%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Chapman Elementary looks 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.

Our faculty, staff, and administration work together to provide students a rich and exciting educational experience. We 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 RIF, Accelerated Reader, Classworks, 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 opportunities to experience that they are learning through educational trips. 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.

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 School.

Chapman Chiefs are Learners Today, Leaders Tomorrow!

Eric Mathison, Principal
Felicia Ratcliff, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	45	30
Percent satisfied with learning environment	87.2%	91.1%	75.9%
Percent satisfied with social and physical environment	87.5%	91.1%	75.0%
Percent satisfied with school-home relations	82.1%	100.0%	73.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 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	
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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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	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	251	99.6	31.9	38.4	29.7	81.2	79.3	83.5	Yes	Yes
Gender										
Male	126	99.2	31.9	37.9	30.2	81	75.6	80.1	N/A	N/A
Female	125	100	31.9	38.9	29.2	81.4	83.4	87	N/A	N/A
Racial/Ethnic Group										
White	80	100	17.8	41.1	41.1	89	89.5	89.6	Yes	Yes
African American	118	99.2	40	40	20	78.1	72.3	74.6	Yes	Yes
Asian/Pacific Islander	12	100	16.7	33.3	50	83.3	89.1	92.7	I/S	I/S
Hispanic	41	100	41	30.8	28.2	74.4	73	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	41	97.6	67.6	17.6	14.7	44.1	41.9	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	33.3	27.8	38.9	77.8	79.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	226	99.6	34.4	37.3	28.2	79.9	72.5	76.9	Yes	Yes

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

All Students	251	99.6	36.7	42.4	21	73.8	76.1	80.4	Yes	Yes
Gender										
Male	126	99.2	37.1	43.1	19.8	71.6	73.2	78.4	N/A	N/A
Female	125	100	36.3	41.6	22.1	76.1	79.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	80	100	26	42.5	31.5	84.9	88.7	87.8	Yes	Yes
African American	118	99.2	42.9	43.8	13.3	68.6	67	69.3	Yes	Yes
Asian/Pacific Islander	12	100	8.3	83.3	8.3	91.7	86.4	93.5	I/S	I/S
Hispanic	41	100	48.7	25.6	25.6	61.5	75.9	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	90.9	83.2	I/S	I/S
Disability Status										
Disabled	41	97.6	79.4	14.7	5.9	32.4	36	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	30.6	41.7	27.8	72.2	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	226	99.6	38.3	41.6	20.1	72.7	68.7	72.8	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	164	99.4	45.6	45.6	8.7	54.4	64.3	67.3
Gender								
Male	85	98.8	42.3	44.9	12.8	57.7	62.8	66.9
Female	79	100	49.3	46.5	4.2	50.7	65.9	67.7
Racial/Ethnic Group								
White	46	100	31	52.4	16.7	69	84.4	79.6
African American	78	100	55.7	42.9	1.4	44.3	50.9	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	32	96.9	48.3	37.9	13.8	51.7	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	96.4	83.3	12.5	4.2	16.7	26.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	27	96.3	34.6	50	15.4	65.4	71.5	58.6
Socio-Economic Status								
Subsidized meals	146	99.3	47.8	44.9	7.4	52.2	52.7	55.4

Social Studies

All Students	160	100	33.1	43.7	23.2	66.9	68.1	70.9
Gender								
Male	81	100	30.1	47.9	21.9	69.9	66.7	70.1
Female	79	100	36.2	39.1	24.6	63.8	69.7	71.7
Racial/Ethnic Group								
White	60	100	22.2	42.6	35.2	77.8	84.3	79.2
African American	68	100	39.7	46.6	13.8	60.3	56.1	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	24	100	45.5	31.8	22.7	54.5	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	N/A	N/A	N/A	30	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	23	100	36.4	40.9	22.7	63.6	74.8	68
Socio-Economic Status								
Subsidized meals	141	100	35.4	44.9	19.7	64.6	57.7	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	251	98	45.5	38.5	16	54.5	66.5	72.1	95.1	95.5
Gender										
Male	129	96.1	50.4	37.6	12	49.6	60.5	65.2	94.9	95.3
Female	122	100	40.4	39.5	20.2	59.6	73	79.2	95.4	95.7
Racial/Ethnic Group										
White	80	98.8	34.2	43.8	21.9	65.8	80.8	80.8	93.8	95.6
African American	118	97.5	54.7	33	12.3	45.3	56.6	59.7	95.9	95.4
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	58.3	78.5	87	96.2	96.7
Hispanic	41	97.6	42.5	37.5	20	57.5	62.2	64.6	95.1	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.2
Disability Status										
Disabled	41	87.8	N/AV	N/AV	N/AV	3.2	19.5	27.7	94.8	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	34	97.1	30.6	50	19.4	69.4	72.1	63.7	96.1	96.5
Socio-Economic Status										
Subsidized meals	229	98.3	47.9	37.4	14.7	52.1	56.1	61.9	95.1	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
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
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
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
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
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

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
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
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
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
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

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