



## Chapin High

300 Columbia Avenue  
Chapin, SC 29036

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,250 Students	
<b>Principal</b>	Michael R. Satterfield	803-345-2246
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Good</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	0	0	0	0

\* Ratings are calculated with data available by September 30.

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	92.0	95.0	94.0	92.7	94.7	97.3
Passed 1 subtest (%)	5.4	3.9	4.2	4.8	4.8	3.0
Passed no subtests (%)	2.7	1.1	1.8	5.0	2.2	1.1

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	99.7%	99.5%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	316	339
Number of Diplomas	292	314
Rate	92.4%	94.4%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	87.2	90.3
English 1	88.9	93.0
Physical Science	77.0	88.7
All Tests	83.9	91.5

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=1,250)</b>				
Retention rate	1.6%	Down from 2.2%	1.6%	6.1%
Attendance rate	96.0%	Down from 96.1%	96.0%	95.0%
Eligible for gifted and talented	24.0%	Up from 23.9%	24.0%	8.3%
With disabilities other than speech	10.6%	Up from 8.1%	6.8%	13.0%
Older than usual for grade	1.8%	Up from 1.2%	1.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.6%	1.8%	1.5%
Enrolled in AP/IB programs	30.8%	Down from 33.4%	30.8%	11.4%
Successful on AP/IB exams	48.8%	N/A	68.4%	54.3%
Eligible for LIFE Scholarship	46.6%	Up from 46.0%	46.6%	30.5%
Annual dropout rate	1.0%	No Change	1.0%	3.5%
Career/technology students in co-curricular organizations	0.2%	No Change	0.2%	3.1%
Enrollment in career/technology courses	827	Up from 755	827	559
Students participating in work-based experiences	18.1%	Down from 81.0%	18.1%	10.6%
Career/technology students attaining technical skills	89.7%	Up from 88.3%	90.6%	79.6%
Career/technology completers placed	100.0%	No Change	99.3%	98.5%
<b>Teachers (n=101)</b>				
Teachers with advanced degrees	61.4%	Down from 68.4%	64.2%	57.4%
Continuing contract teachers	75.2%	Down from 80.0%	75.2%	69.6%
Teachers with emergency or provisional certificates	6.5%	Up from 4.5%	5.6%	8.7%
Teachers returning from previous year	87.7%	Down from 91.2%	87.7%	85.0%
Teacher attendance rate	95.9%	Up from 95.0%	96.3%	95.4%
Average teacher salary	\$53,194	Up 7.0%	\$49,903	\$46,061
Professional development days/teacher	10.7 days	Down from 11.0 days	10.7 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 22.9 to 1	24.3 to 1	25.4 to 1
Prime instructional time	91.3%	Up from 90.0%	91.3%	89.1%
Dollars spent per pupil*	\$8,894	Up 3.5%	\$6,691	\$7,279
Percent of expenditures for teacher salaries*	52.2%	Up from 50.4%	59.4%	55.3%
Percent of expenditures for instruction*	54.6%	Up from 52.9%	64.8%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 96.0%	94.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	N/A	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	296	99.7%	818	83.9%	316	92.4%	Yes
<b>Gender</b>							
Male	158	100.0%	444	84.2%	172	89.0%	N/A
Female	138	99.3%	374	83.4%	144	96.5%	N/A
<b>Racial/Ethnic Group</b>							
White	272	99.6%	737	86.4%	292	93.2%	N/A
African American	15	100.0%	50	50.0%	16	81.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	80.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	27	96.3%	106	51.9%	28	85.7%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	22	100.0%	80	66.3%	21	85.7%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

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## Report of Principal and School Improvement Council

The mission of Chapin High School, where community and school unite in partnership, is to ensure that every student is given the opportunity to achieve full potential for academic excellence and personal growth. This has been a very good year for Chapin High School. Our students have achieved remarkable success academically and in extracurricular activities. Chapin High School, a National Blue Ribbon and Red Carpet Award-winning school, received the Palmetto Gold Award for the fourth consecutive year. This year our seniors received \$10 million in scholarships. We had two National Merit Commended students, two National Merit Scholars, two Robert Byrd Scholars, and an unprecedented seven students received ROTC scholarships. Our ROTC program was once again recognized as the best in SC. Our sports program was recognized this year by The State newspaper as the "Best Athletic Program in the Midlands," as we won 14 of 19 region championships and had two teams play for state championships. We had several students who were recognized for their outstanding efforts and received numerous awards in the areas of All Region and All State. Ten of our coaches were selected as Region Coaches of the Year, and one student was selected as "Gatorade Runner of the Year."

Our arts program has had an excellent year, as we have had several students receive awards in art, chorus, and band. Our choral students traveled to New York City after being invited to sing at St. John's the Divine in Harlem, at Ground Zero, and at St. Paul's in lower Manhattan. Our visual arts students received numerous awards at state and national competitions.

As a member of High Schools That Work, Chapin High School continues to examine ways of improving student performance in the classroom by emphasizing student engagement and literacy across the curriculum. Our school is committed to improving instructional programs and finding ways to make connections with students. Two programs that are new to our school, which we believe are key to our success, are MAST and SAIL. Our MAST (mentor and student teams) program is one that is designed to help build relationships with students and allow for more opportunities to mentor and provide guidance. Our SAIL (Success Acquired in Learning) program is designed specifically to help students who are considered to be "at risk." These programs have proven to be very successful in their first year.

Once again this has been an exceptional year for CHS. We are quite fortunate to have the support of parents and our community. With 29 National Board Certified teachers and once again having one of our teachers recognized as District Teacher of the Year, we feel quite fortunate to have what we feel is the very best teaching staff in the state. Our student involvement in leadership roles in our school and throughout the state further demonstrates that school pride comes from our students and teachers having ownership in our school. We at Chapin High School feel very fortunate to have such a unique blend of dedicated staff, supportive administration, community involvement, and the very best students in the state of South Carolina. Go Eagles!

Mike Satterfield, Principal  
Linda Marsh, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	271	39
Percent satisfied with learning environment	95.4%	77.4%	87.2%
Percent satisfied with social and physical environment	92.4%	83.0%	87.2%
Percent satisfied with school-home relations	98.5%	85.6%	84.6%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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

N/A

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. Sanction: Implement the restructuring plan.
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 Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No

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**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	331	98.5	1.6	14.7	36.1	47.6	88.7	84.7	69.7	Yes	Yes
Male	159	98.1	1.9	15.6	45.5	37	85.7	82.2	64.6	N/A	N/A
Female	172	98.8	1.2	13.9	27.3	57.6	91.5	87.1	74.8	N/A	N/A
White	302	98.7	1.4	13.4	36.3	49	90.1	92.6	81.7	Yes	Yes
African American	11	90.9	10	40	30	20	70	67.2	53.6	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	92	83.1	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	67.9	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.5	I/S	I/S						
Disabled	37	89.2	15.2	36.4	39.4	9.1	51.5	44	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	57.1	47.3	I/S	I/S
Subsized meals	21	95.2	11.1	55.6	16.7	16.7	50	62.9	55.1	I/S	I/S

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	331	100	4.6	9.9	34.3	51.2	88.3	83	67.2	Yes	Yes
Male	159	100	4.5	10.8	32.5	52.2	87.9	82.9	66.3	N/A	N/A
Female	172	100	4.8	9	35.9	50.3	88.6	83	68	N/A	N/A
White	302	100	4.1	8.1	35.5	52.4	90.5	92.4	79.6	Yes	Yes
African American	11	100	27.3	18.2	18.2	36.4	54.5	62.3	49.7	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	88	88.9	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	64.3	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	37	100	27	35.1	24.3	13.5	43.2	38.5	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	64.3	54.9	I/S	I/S
Subsized meals	21	100	26.3	15.8	36.8	21.1	57.9	59.2	53.1	I/S	I/S

**Physical Science (End-of-Course Performance by Group)**

All Students	319	98.1	37.6	25.1	16.9	18.5	35.4	N/A	N/A	N/A	N/A
Male	170	98.2	34.7	25.3	17.6	20.6	38.2	N/A	N/A	N/A	N/A
Female	149	98.0	40.9	24.8	16.1	16.1	32.2	N/A	N/A	N/A	N/A
White	289	98.3	34.9	26.3	17.6	19.4	37.0	N/A	N/A	N/A	N/A
African American	20	95.0	80.0	5.0	N/A	10.0	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	40	90.0	70.0	10.0	2.5	7.5	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	30	90.0	60.0	13.3	10.0	6.7	I/S	N/A	N/A	N/A	N/A

\* Adj - 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	280	100.0	1.5	15.9	34.3	48.3	92.3	86.1	70.7
	2008	331	98.5	1.6	14.7	36.1	47.6	88.7	84.7	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	280	100.0	4.4	13.3	29.2	53.1	87.1	78.2	62.2
	2008	331	100	4.6	9.9	34.3	51.2	88.3	83	67.2

Abbreviations for Missing Data

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