



Chapman High

1420 Compton Bridge
Inman, South Carolina

Grades	9-12 High School	
Enrollment	975 Students	
Principal	Mrs. Stephanie W. Mathis	864-472-2836
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Average
2006	Good	At-Risk
2005	Excellent	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 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	9	25	1	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	77.7	80.3	75.7	79.4	81.4	75.5
Passed 1 subtest (%)	10.5	10.4	14.2	11.7	10.1	13.2
Passed no subtests (%)	11.7	9.2	10.1	8.9	8.4	11.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	96.5%	94.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	250	272
Number of Diplomas	198	198
Rate	79.2%	74.7%

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	72.5	72.0
English 1	75.1	61.3
Physical Science	46.2	53.9
US History and the Constitution	40.1	37.9
All Tests	57.9	55.1

* 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
Students (n=975)				
Retention rate	4.8%	Down from 8.3%	4.5%	4.8%
Attendance rate	95.0%	Up from 93.2%	95.3%	95.5%
Eligible for gifted and talented	18.1%	Down from 19.3%	11.7%	9.2%
With disabilities other than speech	11.4%	Down from 13.5%	13.5%	12.6%
Older than usual for grade	6.9%	Up from 5.5%	8.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.2%
Enrolled in AP/IB programs	16.3%	Up from 10.4%	13.3%	13.2%
Successful on AP/IB exams	44.3%	Up from 31.3%	44.3%	55.6%
Eligible for LIFE Scholarship	65.1%	Down from 68.9%	30.2%	29.8%
Annual dropout rate	0.5%	Down from 0.6%	4.1%	3.5%
Career/technology students in co-curricular organizations	2.7%	Down from 4.3%	3.1%	3.0%
Enrollment in career/technology courses	515	No Change	635	523
Students participating in work-based experiences	47.4%	Up from 35.1%	16.6%	12.9%
Career/technology students attaining technical skills	80.7%	Down from 84.0%	78.9%	79.3%
Career/technology completers placed	N/A	N/A	98.1%	98.8%
Teachers (n=72)				
Teachers with advanced degrees	52.8%	Up from 49.3%	58.6%	58.6%
Continuing contract teachers	66.7%	Down from 69.6%	76.5%	71.6%
Teachers with emergency or provisional certificates	4.7%	Down from 9.3%	5.7%	8.1%
Teachers returning from previous year	86.8%	Down from 90.7%	86.9%	85.0%
Teacher attendance rate	97.4%	Up from 96.7%	95.5%	95.5%
Average teacher salary*	\$46,712	Up 3.7%	\$48,015	\$47,761
Professional development days/teacher	12.5 days	Up from 11.8 days	12.5 days	10.8 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Up from 24.8 to 1	27.4 to 1	26.1 to 1
Prime instructional time	91.0%	Up from 88.7%	89.8%	89.8%
Dollars spent per pupil**	\$7,414	Up 4.1%	\$7,414	\$7,883
Percent of expenditures for teacher salaries**	61.1%	Down from 61.6%	54.0%	54.1%
Percent of expenditures for instruction**	63.0%	Down from 64.2%	60.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	198	96.5%	1011	57.9%	250	79.2%	No
Gender							
Male	99	94.9%	485	55.9%	123	80.5%	N/A
Female	99	98.0%	526	59.7%	127	78.0%	N/A
Racial/Ethnic Group							
White	163	97.5%	768	62.9%	201	82.1%	N/A
African American	25	88.0%	173	39.9%	37	59.5%	N/A
Asian/Pacific Islander	N/A	N/A	28	50.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	23	39.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	26	73.1%	74	27.0%	31	51.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	31	48.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	79	92.4%	484	50.2%	98	75.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

The students, faculty, and staff of Chapman High School continue to reap great successes of hard work. We are enjoying our "new, state-of-the-art facility" and continue to further refine our accomplishments with excitement and pride.

During the 2008-2009 school year, the faculty and administration continued to focus on literacy with a focus on the use of reading and writing strategies as well as peer coaching strategies. Teachers also continued to focus on thinking maps which assist students with connections across the curriculum. Students participated diligently in the literacy program by reading more books than ever before.

The Guidance Department continued its focus on academic advisement by meeting individually with every student and also hosting informational parent and student meetings for each grade level. Counselors guided students in the development of Individual Graduation Plans to assist students with researching and organizing future college and career opportunities.

There also was a continued focus on the improvement of SAT, ACT, HSAP, AP, and EOC scores. Through a concentrated effort to raise awareness and expectations for all areas of assessment, students and teachers worked hard in preparation for these tests. The Tenth grade students took the PSAT while the Eleventh grade students took the PLAN to help prepare them for future assessments.

The implementation of APEX Learning at CHS helped students in the area of Advanced Placement courses. This program allowed students to move ahead by providing more opportunities as well as a different way to find success.

Being one of only two high schools in the state to receive the Red Carpet Award, our school prides itself on being family friendly and customer oriented. In addition, the faculty, staff, administration, and students participated in many community-service projects and raised over \$75,000 for various charities. The Class of 2008 earned over \$3,900,000 in scholarships to help further their education.

The Fine Arts Program and Athletic Programs at CHS continued its trend upward with increases in participation and success. Most notable is the fact that approximately sixty percent of our student body participated in extracurricular activities.

The AFJROTC won the Distinguished Unit Award and continued its participation in flag retirement ceremonies and many other community-service-oriented projects.

The 2008-2009 school year was unique in many ways. Our strong tradition of excellence remains in tact. Moving forward in pursuit of even higher expectations is a top priority, and we are confident in the future of the students that attend Chapman High School.

Stephanie W. Mathis, Principal
Ruba Nix, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	131	71
Percent satisfied with learning environment	100.0%	80.9%	87.3%
Percent satisfied with social and physical environment	100.0%	83.8%	84.3%
Percent satisfied with school-home relations	91.9%	83.8%	85.7%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 12 out of 17 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. 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	248	99.2	12.1	38.8	29.7	19.4	67.2	67.8	61.8	No	Yes
Male	112	99.1	13.5	38.5	28.8	19.2	65.4	65.3	57.4	N/A	N/A
Female	136	99.3	10.9	39.1	30.5	19.5	68.8	70	66.1	N/A	N/A
White	192	99	10.1	33.1	33.1	23.6	73.6	73.3	74.3	Yes	Yes
African American	41	100	20	57.5	20	2.5	45	42	44.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	29	100	46.4	42.9	10.7	0	21.4	22	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	14	92.9	21.4	50	21.4	7.1	42.9	37.5	38.5	I/S	I/S
Subsized meals	121	98.3	18	45.9	24.3	11.7	56.8	55.5	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	248	99.6	19.3	29.6	27	24	61.8	60.8	62.7	Yes	Yes
Male	112	99.1	16.3	27.9	27.9	27.9	65.4	62.6	61.8	N/A	N/A
Female	136	100	21.7	31	26.4	20.9	58.9	59.2	63.6	N/A	N/A
White	192	99.5	16.8	27.4	29.1	26.8	66.5	65.1	75.1	Yes	Yes
African American	41	100	32.5	35	17.5	15	37.5	34	45.1	No	Yes
Asian/Pacific Islander	6	I/S	83.8	I/S	I/S						
Hispanic	5	I/S	58.5	I/S	I/S						
American Indian/Alaskan	2	I/S	59.2	I/S	I/S						
Disabled	29	100	60.7	28.6	10.7	0	17.9	19.6	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	14	100	20	33.3	26.7	20	66.7	58.8	52.3	I/S	I/S
Subsized meals	121	99.2	30.4	31.3	22.3	16.1	47.3	46.5	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	248	88.7	67.3	12.9	5.6	2.8	8.5	N/A	N/A	N/A	N/A
Male	112	89.3	65.2	11.6	8.0	4.5	12.5	N/A	N/A	N/A	N/A
Female	136	88.2	69.1	14.0	3.7	1.5	I/S	N/A	N/A	N/A	N/A
White	192	91.7	66.1	16.1	5.7	3.6	9.4	N/A	N/A	N/A	N/A
African American	41	75.6	73.2	2.4	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	29	65.5	65.5	N/A	N/A	N/A	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	15	100.0	80.0	6.7	13.3	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	121	83.5	71.1	6.6	5.0	0.8	I/S	N/A	N/A	N/A	N/A

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	250	99.2	13.6	30.9	35.6	19.9	67.8	72.1	69.7
	2009	248	99.2	12.1	38.8	29.7	19.4	67.2	67.8	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	250	99.2	15.7	25	39.8	19.5	69.9	71.8	67.2
	2009	248	99.6	19.3	29.6	27	24	61.8	60.8	62.7

* 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