



SCOTTS BRANCH HIGH

9253 Alex Harvin Hwy
Summerton, SC 29148

Grades	9-12 High School	
Enrollment	277 Students	
Principal	Bernard McDaniel, Sr.	803-478-7818
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Good	Average
2008	Good	Excellent
2007	Below Average	Average
2006	At-Risk	At-Risk

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
0	2	12	5	15

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	67.8%	64.0%	69.8%	60.7%	55.0%	58.4%
Passed 1 subtest (%)	20.7%	20.0%	19.0%	16.3%	21.1%	19.3%
Passed no subtests (%)	11.5%	16.0%	11.1%	23.8%	27.7%	24.5%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	85.5%	82.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	97	95	101	128
Number of Graduates in Cohort	79	74	63	80
Rate	81.4%	77.9%	52.7%	59.3%

*Used to calculate current AYP.

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	67.6%	55.3%
English 1	57.5%	48.5%
Physical Science	60.0%	33.8%
US History and the Constitution	23.1%	23.8%
All Tests	50.2%	39.5%

* 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
Students (n=277)				
Retention rate	2.8%	Down from 5.1%	5.3%	3.7%
Attendance rate	99.9%	No Change	94.7%	95.4%
Eligible for gifted and talented	12.1%	Up from 9.0%	2.7%	12.4%
With disabilities other than speech	13.3%	Up from 11.7%	14.8%	12.8%
Older than usual for grade	11.6%	Down from 14.8%	14.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Down from 2.9%	1.7%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	3.4%	13.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.4%
Eligible for LIFE Scholarship	26.4%	Down from 33.7%	26.2%	30.4%
Annual dropout rate	1.3%	Down from 1.8%	2.3%	3.1%
Career/technology students in co-curricular organizations	4.7%	Down from 14.6%	3.0%	2.2%
Enrollment in career/technology courses	215	Down from 233	222	424
Students participating in work-based experiences	30.2%	Up from 0.0%	7.6%	11.7%
Career/technology students attaining technical skills	86.5%	Down from 87.7%	74.2%	78.7%
Career/technology completers placed	N/A	N/A	97.1%	98.5%
Teachers (n=18)				
Teachers with advanced degrees	44.4%	Up from 43.5%	54.3%	60.4%
Continuing contract teachers	55.6%	Up from 47.8%	60.3%	76.6%
Teachers with emergency or provisional certificates	20.0%	Up from 18.2%	18.6%	6.5%
Teachers returning from previous year	78.3%	Up from 69.2%	78.3%	86.8%
Teacher attendance rate	97.2%	Up from 96.3%	96.2%	95.8%
Average teacher salary*	\$41,025	Down 0.1%	\$44,706	\$47,390
Professional development days/teacher	15.5 days	Up from 12.5 days	10.2 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	No Change	21.2 to 1	25.8 to 1
Prime instructional time	95.4%	Up from 93.4%	89.4%	90.1%
Dollars spent per pupil**	\$11,343	Up 6.0%	\$10,539	\$7,974
Percent of expenditures for teacher salaries**	45.4%	Down from 50.8%	52.2%	55.4%
Percent of expenditures for instruction**	52.9%	Down from 60.2%	58.9%	60.4%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 84.2%	97.1%	96.0%
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	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	83	85.5%	227	50.2%	95	77.9%	No
Gender							
Male	43	79.1%	92	40.2%	52	69.2%	N/A
Female	40	92.5%	135	57.0%	43	88.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	82	85.4%	219	48.9%	92	79.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	12	58.3%	26	15.4%	13	53.8%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	76	84.2%	169	45.6%	85	76.5%	N/A

NOTE: 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

Many measurements go into evaluating the effectiveness of a high-performing school. At Scott's Branch High School, we pride ourselves on excelling in academics, activities, and athletics to create a balanced and comprehensive high school experience for all of our students.

Academically, students are offered a diverse instructional program that meets them at their individual levels while providing a challenging curriculum. This rigorous curriculum enables them to move on to a successful postgraduate experience, beyond the halls of SBHS. We offer college preparatory, honors and dual credit courses in our core curriculum. A wide variety of elective courses are offered, which consist of visual and performing arts, foreign languages, business and technology, JROTC, Agricultural Sciences, physical education, and health courses. We will continue to implement programs of study based upon our students' needs and projected career demands of the 21st century.

As a result of SBHS's pursuit of excellence in 2010, we have been recognized for the second consecutive year as a "Palmetto Gold Award Winning School," a distinction which is given by the State Department of Education to high performing schools for closing the achievement gap. Moreover, our students were afforded numerous opportunities to exhibit and enhance their skills and abilities. Such activities included the band, dance classes, drama classes, Student Council, yearbook, Future Business Leaders of America (FBLA), Academic Challenge team, JROTC, Future Farmers of America (FFA), the Gospel Choir, and other service learning organizations. Many of these student-focused organizations have earned local, state, and national recognition and awards. We are extremely proud of our JROTC Program, which achieved the designation of "Unit of Distinction," based upon an evaluation by the United States Army Brigade of Fort Bragg.

Finally, our athletic programs have excelled and have proven to be a vehicle for several students to receive athletic scholarships and, as a result, the opportunity to earn a college degree. We provide our students with opportunities to participate in virtually all of South Carolina High School League sanctioned sports, as well as district-approved competitive club sports. Every year we have multiple teams and individuals compete at the district and state levels. In the 2009-2010 school years, we were fortunate to win the Lower-State Championship in football and finish as the runner-up in Class A for the state. We also had several teams to advance to the regional playoffs. The level of participation in school activities and team sports has increased tremendously, which has afforded our students opportunities to grow academically, personally, and socially.

We are continuing the tradition of excellence at Scott's Branch High School, as evidenced by our student achievement and most recently via our Southern Association of Colleges and Schools Review. We look forward to the future as we work with students, staff, parents, and the community of the Clarendon School District One to continue to develop a "premier" high school program. Please visit our website to learn more about us at: <http://sbh.clarendon1.k12.sc.us>.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	61	55
Percent satisfied with learning environment	96.2%	78.7%	83.6%
Percent satisfied with social and physical environment	100.0%	75.0%	89.1%
Percent satisfied with school-home relations	72.0%	83.3%	88.9%

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

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School Adequate Yearly Progress NO

This school met 7 out of 13 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	6.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No

Abbreviations for Missing Data

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

All Students	64	75	13.6	43.2	29.5	13.6	59.1	59.1	65.9	Yes	No
Male	26	73.1	17.6	41.2	35.3	5.9	47.1	47.1	60.8	N/A	N/A
Female	38	76.3	11.1	44.4	25.9	18.5	66.7	66.7	71	N/A	N/A
White	1	I/S	77.5	I/S	I/S						
African American	59	74.6	14.6	41.5	31.7	12.2	58.5	58.5	49.7	Yes	No
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	3	I/S	56.8	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	5	I/S	21.3	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	56	80.4	14	44.2	27.9	14	58.1	58.1	51.5	Yes	No

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

All Students	64	73.4	22.7	40.9	22.7	13.6	54.5	54.5	62.3	Yes	No
Male	26	73.1	29.4	41.2	11.8	17.6	47.1	47.1	61.7	N/A	N/A
Female	38	73.7	18.5	40.7	29.6	11.1	59.3	59.3	63	N/A	N/A
White	1	I/S	75	I/S	I/S						
African American	59	74.6	24.4	43.9	17.1	14.6	51.2	51.2	44	Yes	No
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	3	I/S	56.7	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	5	I/S	22.1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	56	78.6	23.3	41.9	20.9	14	53.5	53.5	48.1	Yes	No

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

All Students	64	92.2	64.4	11.9	8.5	15.3	23.7	N/A	N/A	N/A	N/A
Male	26	88.5	73.9	13.0	0.0	13.0	13.0	N/A	N/A	N/A	N/A
Female	38	94.7	58.3	11.1	13.9	16.7	30.6	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	59	93.2	65.5	10.9	7.3	16.4	23.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	56	96.4	61.1	13.0	9.3	16.7	25.9	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	78	96.2	21.9	52.1	17.8	8.2	45.2	45.2	61.8
	2010	64	75	13.6	43.2	29.5	13.6	59.1	59.1	65.9

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

All Students	2009	78	96.2	26	54.8	13.7	5.5	39.7	39.7	62.7
	2010	64	73.4	22.7	40.9	22.7	13.6	54.5	54.5	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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