



## Swansea High

500 East First Street  
Swansea, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	964 Students	
<b>Principal</b>	Mrs. Leslie Hightower	803-568-1100
<b>Superintendent</b>	Dr. Linda G. Lavender	803-568-1000
<b>Board Chair</b>	Mrs. Shelia Parkman	803-568-2786

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Below Average	Good
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	Average	Excellent

## 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
3	5	11	5	4

\* 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 (%)	70.0	73.8	66.2	73.6	74.2	68.3
Passed 1 subtest (%)	16.0	11.7	13.4	15.1	13.4	16.3
Passed no subtests (%)	14.0	14.5	20.3	11.6	12.4	15.4

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	90.1%	91.9%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	242	221
Number of Diplomas	160	154
Rate	66.1%	71.4%

**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	73.8	61.3
English 1	60.8	52.7
Physical Science	43.6	42.9
US History and the Constitution	34.1	28.2
All Tests	49.1	45.8

\* 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=964)</b>				
Retention rate	9.6%	Down from 11.5%	5.7%	4.8%
Attendance rate	90.5%	Down from 91.4%	95.0%	95.5%
Eligible for gifted and talented	0.0%	No Change	8.4%	9.2%
With disabilities other than speech	16.1%	Down from 16.3%	13.8%	12.6%
Older than usual for grade	9.4%	Down from 10.7%	10.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Down from 3.0%	0.9%	1.2%
Enrolled in AP/IB programs	26.7%	Up from 16.1%	7.7%	13.2%
Successful on AP/IB exams	21.1%	Up from 16.7%	30.4%	55.6%
Eligible for LIFE Scholarship	28.8%	Up from 24.7%	28.8%	29.8%
Annual dropout rate	8.2%	Down from 9.2%	4.1%	3.5%
Career/technology students in co-curricular organizations	6.9%	Up from 4.2%	5.6%	3.0%
Enrollment in career/technology courses	613	Down from 620	532	523
Students participating in work-based experiences	9.4%	Down from 11.5%	8.5%	12.9%
Career/technology students attaining technical skills	56.3%	Down from 66.7%	75.0%	79.3%
Career/technology completers placed	97.2%	Down from 97.7%	98.5%	98.8%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	50.9%	Down from 55.9%	56.1%	58.6%
Continuing contract teachers	70.2%	Up from 48.5%	68.1%	71.6%
Teachers with emergency or provisional certificates	18.4%	Down from 18.9%	9.4%	8.1%
Teachers returning from previous year	79.0%	Up from 78.7%	83.9%	85.0%
Teacher attendance rate	94.2%	Down from 94.8%	95.1%	95.5%
Average teacher salary*	\$43,543	Up 2.0%	\$47,737	\$47,761
Professional development days/teacher	13.0 days	Up from 8.5 days	11.4 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	3.0
Student-teacher ratio in core subjects	29.3 to 1	Up from 29.1 to 1	24.9 to 1	26.1 to 1
Prime instructional time	82.6%	Down from 84.4%	89.2%	89.8%
Dollars spent per pupil**	\$8,033	Up 12.3%	\$8,100	\$7,883
Percent of expenditures for teacher salaries**	49.0%	Down from 49.2%	51.4%	54.1%
Percent of expenditures for instruction**	58.6%	Up from 57.7%	59.8%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.7%	Up from 77.8%	90.9%	95.8%
Character development program	Average	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

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## 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	203	90.1%	741	49.1%	242	66.1%	No
<b>Gender</b>							
Male	93	88.2%	346	50.3%	114	65.8%	N/A
Female	110	91.8%	395	48.1%	128	66.4%	N/A
<b>Racial/Ethnic Group</b>							
White	155	94.2%	561	52.0%	190	65.8%	N/A
African American	39	76.9%	149	38.3%	43	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	28	42.9%	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	55.6%	81	19.8%	31	29.0%	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	15	13.3%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	118	86.4%	480	45.4%	140	61.4%	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

Swansea High School's mission is to "Ensure student performance at the highest level" by making learning needs of students the primary focus of all decisions. The Swansea High School community also works collaboratively to achieve excellence in academics, the arts, athletics, and responsible citizenship. The faculty and School Improvement Council implemented strategies from our strategic plan to continue improvement in graduation rate, HSAP passage rate, End-of-Course passage rate, and school climate. Swansea High School had a growth rating of 'good' and earned a Palmetto Silver Award in 2008 for improvement in student achievement.

Strategies to improve academic achievement included the addition of more Advanced Placement and dual credit offerings to provide students the opportunity to receive college credit in courses requiring rigorous academic work. In addition, the daily school schedule was changed to a seven-period day. This created an additional 45 contact hours students received for all classes and ensured that students met daily all year for each subject.

Swansea High School's accomplishments for 2008-2009 include winning first place in Creative Writing at the State Beta Club convention, second place in Business Math at the State Future Business Leaders of America convention, first place in the Veterinary Assisting Competition at the Health Occupations Students of America State Convention. In addition, our student team won the second place in the State Ford AAA Automotive Competition. The South Carolina Reading Initiative continued to implement schoolwide collaboration on the integration of reading and writing in all content areas. The class of 2009 received 1.7 million dollars in scholarships, with 35 percent of the seniors qualifying for the Life Scholarship, Hope Scholarship, or Palmetto Fellows.

Swansea High School continues the tradition of excellence in extra curricular and co-curricular activities which are integral parts of a well-rounded school experience. The Swansea High School Marching Band received an Outstanding Performance Award by the South Carolina Band Director Association, a Class 4 Superior rating at the Concert Festival, and a fifth place finish in the 3A State Marching Band Competition. Four athletic teams participated in the state playoffs in Class 3A. The JROTC unit successfully competed in Drill Team Competitions, earning first place on two occasions. In addition to team and organization recognition, numerous students were selected as All-Region, All-Area, and All-State performers.

As we move into the 2009-2010 school year, Swansea High School is committed to ensuring student success both academically and as school citizens. Our future goals include increasing student achievement in all content areas, increasing the graduation rate, and utilizing the Positive Behavior Intervention Support model to enhance school climate and student behavior. We look forward to working with students, parents, and the community to ensure all students achieve.

Denise Myers, School Improvement Council Chairperson  
Leslie Hightower, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	146	31
Percent satisfied with learning environment	78.7%	43.2%	51.6%
Percent satisfied with social and physical environment	78.7%	47.9%	33.3%
Percent satisfied with school-home relations	44.7%	69.2%	46.7%

\* 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

NO

This school met 11 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%
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	17.5%	0.0%	No

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## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	242	95.9	23.7	39.3	26.9	10	48.4	48	61.8	No	Yes
Male	118	94.9	28.7	41.6	21.8	7.9	40.6	40	57.4	N/A	N/A
Female	124	96.8	19.5	37.3	31.4	11.9	55.1	55	66.1	N/A	N/A
White	176	96	22	37.1	28.3	12.6	50.3	49.7	74.3	No	Yes
African American	52	96.2	22.9	47.9	25	4.2	47.9	47.9	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	11	90.9	60	30	10	0	10	I/S	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	42	95.2	57.9	28.9	7.9	5.3	26.3	25.6	19.4	I/S	Yes
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	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	150	97.3	29.1	40.4	24.1	6.4	41.1	40.6	45.6	No	Yes

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

All Students	240	95.8	25.7	38.5	17.9	17.9	48.2	47.8	62.7	No	Yes
Male	118	94.1	28	38	15	19	48	47.1	61.8	N/A	N/A
Female	122	97.5	23.7	39	20.3	16.9	48.3	48.3	63.6	N/A	N/A
White	175	96.6	25.2	36.5	17.6	20.8	50.3	49.7	75.1	No	Yes
African American	51	98	25	43.8	22.9	8.3	41.7	41.7	45.1	No	Yes
Asian/Pacific Islander	1	I/S	83.8	I/S	I/S						
Hispanic	11	81.8	44.4	44.4	0	11.1	33.3	I/S	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	42	95.2	60.5	28.9	7.9	2.6	15.8	15.4	21.8	I/S	Yes
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	6	I/S	52.3	I/S	I/S						
Subsized meals	149	97.3	28.6	40	17.9	13.6	44.3	43.7	47.9	No	Yes

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

All Students	241	84.2	66.8	10.0	4.1	3.3	7.5	N/A	N/A	N/A	N/A
Male	117	77.8	58.1	12.0	2.6	5.1	I/S	N/A	N/A	N/A	N/A
Female	124	90.3	75.0	8.1	5.6	1.6	I/S	N/A	N/A	N/A	N/A
White	175	84.0	64.6	11.4	4.6	3.4	8.0	N/A	N/A	N/A	N/A
African American	52	86.5	75.0	5.8	1.9	3.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	81.8	72.7	9.1	N/A	N/A	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	41	56.1	51.2	2.4	N/A	2.4	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	149	83.9	70.5	8.7	4.0	0.7	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	254	97.6	20.5	31.8	31.8	15.9	59.8	60.3	69.7
	2009	242	95.9	23.7	39.3	26.9	10	48.4	48	61.8

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

All Students	2008	254	96.9	18.1	28.2	32.8	21	68.9	68.9	67.2
	2009	240	95.8	25.7	38.5	17.9	17.9	48.2	47.8	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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