



Crestwood High

2000 Oswego Road
Sumter, SC 29153

Grades	9-12 High School	
Enrollment	1,307 Students	
Principal	John B. Huggins	803-469-6200
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Below Average
2008	Good	Good
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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	7	20	6	1

* 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 (%)	73.8	72.6	70.0	73.5	76.5	73.1
Passed 1 subtest (%)	13.9	15.5	17.9	15.2	12.5	14.0
Passed no subtests (%)	12.3	11.9	12.1	11.8	11.1	12.9

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.7%	93.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	305	222
Number of Diplomas	251	167
Rate	82.3%	75.8%

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	48.7	66.6
English 1	50.9	54.8
Physical Science	45.7	42.6
US History and the Constitution	29.0	31.4
All Tests	43.4	48.2

* 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=1,307)				
Retention rate	0.8%	No Change	5.5%	4.8%
Attendance rate	95.0%	Up from 94.8%	94.8%	95.5%
Eligible for gifted and talented	8.3%	Up from 0.0%	10.3%	9.2%
With disabilities other than speech	11.4%	Down from 13.8%	13.5%	12.6%
Older than usual for grade	7.0%	Down from 8.5%	10.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.1%	0.9%	1.2%
Enrolled in AP/IB programs	1.8%	Down from 2.0%	8.4%	13.2%
Successful on AP/IB exams	N/A	N/A	47.9%	55.6%
Eligible for LIFE Scholarship	30.1%	Up from 29.9%	29.7%	29.8%
Annual dropout rate	3.3%	Down from 5.3%	3.7%	3.5%
Career/technology students in co-curricular organizations	11.7%	Down from 13.3%	6.7%	3.0%
Enrollment in career/technology courses	947	Up from 933	540	523
Students participating in work-based experiences	18.1%	Up from 12.8%	11.6%	12.9%
Career/technology students attaining technical skills	88.6%	Down from 90.7%	79.4%	79.3%
Career/technology completers placed	89.5%	Down from 91.6%	96.8%	98.8%
Teachers (n=63)				
Teachers with advanced degrees	65.1%	Up from 64.5%	56.5%	58.6%
Continuing contract teachers	58.7%	Down from 61.3%	73.0%	71.6%
Teachers with emergency or provisional certificates	27.3%	Down from 29.8%	10.1%	8.1%
Teachers returning from previous year	75.1%	Down from 76.1%	84.7%	85.0%
Teacher attendance rate	95.9%	Up from 95.5%	95.4%	95.5%
Average teacher salary*	\$45,446	Up 3.8%	\$48,015	\$47,761
Professional development days/teacher	12.5 days	Down from 15.1 days	10.3 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	36.2 to 1	Down from 36.4 to 1	25.4 to 1	26.1 to 1
Prime instructional time	90.0%	Up from 89.0%	89.4%	89.8%
Dollars spent per pupil**	\$6,436	Up 3.8%	\$8,188	\$7,883
Percent of expenditures for teacher salaries**	37.1%	Down from 47.9%	53.3%	54.1%
Percent of expenditures for instruction**	56.0%	Down from 58.6%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.1%	Up from 86.7%	95.4%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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	252	93.7%	1204	43.4%	305	82.3%	No
Gender							
Male	113	90.3%	615	42.3%	129	77.5%	N/A
Female	139	96.4%	589	44.5%	176	85.8%	N/A
Racial/Ethnic Group							
White	63	98.4%	272	61.4%	81	85.2%	N/A
African American	180	91.7%	903	37.3%	212	81.1%	N/A
Asian/Pacific Islander	N/A	N/A	13	76.9%	N/A	N/A	N/A
Hispanic	N/A	N/A	13	46.2%	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	23	43.5%	118	20.3%	25	36.0%	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	135	89.6%	743	36.3%	171	74.9%	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

Crestwood High School is located just outside Sumter and serves a diverse population in a very large attendance zone. Our students come from Shaw Air Force Base, Sumter's suburbs, several small towns, and extensive rural areas. To meet the needs of our varied stakeholders, we offer a wide range of courses to prepare students for life after high school, whether they are making the transition into higher education or directly into the workplace.

Crestwood, which is a part of the High Schools That Work initiative, offers a wide range of career training opportunities as well as college-level classes. We have two career specialists to help guide the students in making informed decisions about the future. Qualified junior and senior students are offered the opportunity to participate in dual-enrollment courses through the University of South Carolina (Sumter), giving them the opportunity to graduate from high school having already earned college credits.

The school cafeteria was recently remodeled to add additional serving lines, thus enhancing food services. In addition, construction of a much-needed auditorium has begun, with a projected completion date during the 2010-2011 school year.

Crestwood teachers participate in a wide variety of staff-development activities during the year in order to provide the best possible learning experiences for our students. These include Balanced Literacy, cooperative learning, brain research, learning styles, classroom management, conflict management, technology, and innovative instructional techniques. Standards-based unit plans developed by district teachers (and updated annually) ensure that the students have the opportunity to develop the skills they need to succeed.

Crestwood students have gained recognition through competitions on the local, state, national, and international levels, winning awards in academics as well as co-curricular and athletic activities. In addition to academic and co-curricular accomplishments, our students also have a long and praiseworthy tradition of community service.

Last year, Crestwood instituted the Knights' Round Table program, which provides literacy training, special tutorials, and credit recovery during the school day. Our Freshman Academy was designed to ease the transition from middle to high school by keeping most freshman core classes together in one wing, while allowing the students to mingle with upperclassmen during elective classes.

Crestwood was awarded a Palmetto Silver Award for achievement in 2009. Our entire school program reflects the school's mission statement: "Crestwood High School: Keeping Academics and Citizenship First and Foremost."

John B. Huggins, Principal
Candace J. Leggett, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	199	32
Percent satisfied with learning environment	96.9%	65.7%	81.3%
Percent satisfied with social and physical environment	96.9%	68.7%	68.8%
Percent satisfied with school-home relations	72.1%	81.2%	78.1%

* 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 I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 11 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No

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	317	99.1	16.8	41.4	28.1	13.7	51.4	50.9	61.8	No	Yes
Male	160	99.4	18.9	40.5	27	13.5	50.7	47.8	57.4	N/A	N/A
Female	157	98.7	14.6	42.4	29.2	13.9	52.1	54.2	66.1	N/A	N/A
White	76	98.7	13.2	22.1	36.8	27.9	66.2	59.6	74.3	Yes	Yes
African American	235	99.1	18.3	48.2	25.2	8.3	45.4	44.8	44.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	80	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	36	100	59.4	34.4	0	6.3	12.5	8.2	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	197	98.5	21.7	46.7	23.4	8.2	44.6	44.8	45.6	No	Yes

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

All Students	316	99.4	24	38	26	12	51	46.8	62.7	No	Yes
Male	160	99.4	23.6	36.5	28.4	11.5	52	48.7	61.8	N/A	N/A
Female	156	99.4	24.3	39.6	23.6	12.5	50	44.9	63.6	N/A	N/A
White	75	100	16.2	25	27.9	30.9	66.2	56.6	75.1	Yes	Yes
African American	235	99.1	27.1	42.7	24.3	6	45.4	40.4	45.1	No	Yes
Asian/Pacific Islander	3	I/S	83.8	I/S	I/S						
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	36	100	62.5	21.9	12.5	3.1	25	16.4	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	N/A	I/S	52.3	I/S	I/S						
Subsized meals	196	99	27.2	42.4	21.7	8.7	43.5	39.8	47.9	No	Yes

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

All Students	316	89.6	62.7	14.9	6.0	6.0	12.0	N/A	N/A	N/A	N/A
Male	159	90.6	62.9	14.5	8.2	5.0	13.2	N/A	N/A	N/A	N/A
Female	157	88.5	62.4	15.3	3.8	7.0	10.8	N/A	N/A	N/A	N/A
White	76	85.5	38.2	19.7	11.8	15.8	27.6	N/A	N/A	N/A	N/A
African American	234	90.6	71.4	12.0	4.3	3.0	7.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	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	35	65.7	60.0	N/A	N/A	5.7	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
Subsized meals	196	88.3	70.4	10.2	5.1	2.6	7.7	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	345	97.4	16.4	35.7	34.1	13.8	61.7	63.3	69.7
	2009	317	99.1	16.8	41.4	28.1	13.7	51.4	50.9	61.8

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

All Students	2008	345	98	19.8	38.7	31.6	9.9	53.7	52.6	67.2
	2009	316	99.4	24	38	26	12	51	46.8	62.7

* Adjusted to account for natural variation in performance.