



## CENTRAL HIGH

200 Zion Church Rd.  
Pageland, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	662 Students	
<b>Principal</b>	Dr. Juddson Starling	843-672-9128
<b>Superintendent</b>	Dr. John E. Williams	843-623-2175
<b>Board Chair</b>	Chad Vick	(843)623-6768

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>At-Risk</b>
2009	Good	Good
2008	Average	Below Average
2007	Good	Below Average
2006	Good	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
0	7	21	2	0

\* 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 (%)	73.2%	77.2%	69.9%	76.0%	72.9%	75.7%
Passed 1 subtest (%)	14.3%	8.1%	11.6%	12.6%	14.2%	12.5%
Passed no subtests (%)	12.5%	14.8%	18.5%	11.4%	12.8%	12.6%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	84.1%	88.6%

## 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	148	196	218	257
Number of Graduates in Cohort	123	113	156	177
Rate	83.1%	57.7%	73.7%	70.8%

\*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	86.8%	71.6%
English 1	53.4%	62.7%
Physical Science	48.8%	46.9%
US History and the Constitution	29.9%	35.4%
All Tests	55.3%	52.6%

\* 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=662)</b>				
Retention rate	7.4%	Up from 5.5%	4.2%	3.7%
Attendance rate	95.7%	Up from 94.3%	95.2%	95.4%
Eligible for gifted and talented	0.8%	Up from 0.0%	11.3%	12.4%
With disabilities other than speech	14.1%	Down from 16.1%	14.0%	12.8%
Older than usual for grade	11.8%	No Change	10.0%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.6%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 3.1%	11.7%	13.1%
Successful on AP/IB exams	N/A	N/A	47.7%	50.4%
Eligible for LIFE Scholarship	30.2%	Up from 29.8%	31.6%	30.4%
Annual dropout rate	3.5%	No Change	3.2%	3.1%
Career/technology students in co-curricular organizations	13.5%	Down from 16.8%	5.6%	2.2%
Enrollment in career/technology courses	534	Up from 516	534	424
Students participating in work-based experiences	59.5%	Up from 55.5%	18.4%	11.7%
Career/technology students attaining technical skills	85.2%	Down from 85.6%	80.5%	78.7%
Career/technology completers placed	95.8%	Down from 96.8%	97.1%	98.5%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	59.1%	Down from 62.7%	59.0%	60.4%
Continuing contract teachers	68.2%	Up from 60.8%	78.6%	76.6%
Teachers with emergency or provisional certificates	19.5%	Down from 22.4%	6.3%	6.5%
Teachers returning from previous year	86.8%	Up from 83.6%	86.7%	86.8%
Teacher attendance rate	95.2%	Down from 96.1%	95.5%	95.8%
Average teacher salary*	\$45,963	Down 2.7%	\$47,238	\$47,390
Professional development days/teacher	8.0 days	Down from 9.5 days	8.9 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 24.4 to 1	25.9 to 1	25.8 to 1
Prime instructional time	90.1%	Up from 89.4%	89.2%	90.1%
Dollars spent per pupil**	\$8,417	Down 7.4%	\$8,118	\$7,974
Percent of expenditures for teacher salaries**	62.1%	Up from 60.3%	55.8%	55.4%
Percent of expenditures for instruction**	65.2%	Down from 65.6%	60.7%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.4%	Down from 100.0%	94.6%	96.0%
Character development program	At-Risk	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	157	84.1%	774	55.3%	196	57.7%	No
<b>Gender</b>							
Male	74	86.5%	423	57.9%	93	58.1%	N/A
Female	83	81.9%	351	52.1%	103	57.3%	N/A
<b>Racial/Ethnic Group</b>							
White	84	89.3%	352	66.8%	96	65.6%	N/A
African American	69	78.3%	381	45.9%	93	50.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	35	40.0%	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	13	61.5%	79	21.5%	15	40.0%	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	29	31.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	77	80.5%	460	51.7%	104	49.0%	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

During the 2009-2010 school year, Central High School continued to pursue its mission of "preparing productive citizens and life-long learners in an ever-changing society." Two major initiatives received emphasis during the year: High Schools That Work and Blue Ribbon Schools.

The 2009-2010 school year was the first year of full implementation at Central High School of the High Schools That Work initiative. The school concentrated on increasing parental and community involvement, transition, and programs to encourage students to make good health and behavior decisions. A new course called "Freshman Prep" targets at-risk students in English and helps to prepare them for English 1. In addition, the school made definite progress in several other key practices of High Schools That Work. These include the following: increasing access to challenging career/technical studies, involving students and parents in a guidance and advisement system, and providing a structured system of extra help. Central High School completed a very successful High Schools That Work Technical Assistance Visit in March of 2010.

Central High School earned a Blue Ribbon Schools Points of Light Award in December 2008, and continued to participate in the Blue Ribbon Schools process in 2009-2010.

These special projects, combined with the efforts of all segments of the Central community, continue to produce positive results for Central's students. This year the school received a Palmetto Silver General Performance Award from the South Carolina State Department of Education and a Palmetto Gold Closing the Achievement Gap Award for two areas.

The school had a very successful year in athletics, as well as in academics. Central teams won Region 4-2A titles in baseball, softball, and wrestling; the Class 2A Upper State Championship in football; and the Class 2A State Championship in boys' golf.

Central will continue to work to help each student reach his or her potential in all areas. Then students can meet the demands of "an ever-changing society."

Dr. Juddson W. Starling, Principal  
Christy Woodward, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	127	54
Percent satisfied with learning environment	92.5%	58.7%	74.1%
Percent satisfied with social and physical environment	98.1%	72.4%	79.6%
Percent satisfied with school-home relations	81.1%	76.2%	73.1%

\* 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 10 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**

<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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.5%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	181	96.7	22	32.4	28.9	16.8	52	59.4	65.9	No	Yes
Male	97	96.9	23.4	37.2	20.2	19.1	45.7	49.8	60.8	N/A	N/A
Female	84	96.4	20.3	26.6	39.2	13.9	59.5	70.7	71	N/A	N/A
White	73	95.9	11.6	24.6	34.8	29	71	71.4	77.5	Yes	Yes
African American	96	97.9	31.2	38.7	21.5	8.6	36.6	43.6	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	12	91.7	9.1	27.3	54.5	9.1	63.6	61.5	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	27	96.3	61.5	26.9	0	11.5	11.5	12.3	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	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	114	96.5	26.6	33	27.5	12.8	44	47	51.5	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	181	96.1	25.6	36	24.4	14	49.4	58.3	62.3	No	Yes
Male	97	95.9	26.9	37.6	22.6	12.9	50.5	55	61.7	N/A	N/A
Female	84	96.4	24.1	34.2	26.6	15.2	48.1	62.3	63	N/A	N/A
White	73	95.9	14.5	31.9	26.1	27.5	62.3	71.1	75	No	Yes
African American	96	96.9	35.9	38	21.7	4.3	39.1	41.4	44	No	Yes
Asian/Pacific Islander	N/A	I/S	85.5	I/S	I/S						
Hispanic	12	91.7	9.1	45.5	36.4	9.1	54.5	61.5	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	27	92.6	68	24	4	4	16	25	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	6	I/S	52.6	I/S	I/S						
Subsidized meals	114	95.6	28.7	38.9	25	7.4	45.4	47.1	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	179	91.6	84.1	9.8	2.4	3.7	6.1	N/A	N/A	N/A	N/A
Male	95	90.5	84.9	9.3	3.5	2.3	5.8	N/A	N/A	N/A	N/A
Female	84	92.9	83.3	10.3	1.3	5.1	6.4	N/A	N/A	N/A	N/A
White	72	94.4	72.1	14.7	4.4	8.8	13.2	N/A	N/A	N/A	N/A
African American	95	89.5	95.3	3.5	1.2	0.0	1.2	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	12	91.7	72.7	27.3	0.0	0.0	0.0	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	25	72.0	94.4	5.6	0.0	0.0	0.0	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	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	113	90.3	87.3	10.8	1.0	1.0	2.0	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	152	100	17.4	40.9	26.2	15.4	51.7	59.6	61.8
	2010	181	96.7	22	32.4	28.9	16.8	52	59.4	65.9

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

All Students	2009	152	100	18.8	35.6	24.8	20.8	55.7	61.3	62.7
	2010	181	96.1	25.6	36	24.4	14	49.4	58.3	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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