



Chester Senior High

JA Cochran By Pass
Chester, SC 29706

Grades	9-12 High School	
Enrollment	1,004 Students	
Principal	Leonard J. Gardner	803-377-3161
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Excellent
2004	Average	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	8	15	4	0

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	65.4	69.3	82.1	69.4	73.5	75.8
Passed 1 subtest (%)	15.0	15.2	9.4	14.9	15.2	12.8
Passed no subtests (%)	19.5	15.6	8.5	15.7	11.8	11.4

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	94.2%	92.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	229	187
Number of Diplomas	186	141
Rate	81.2%	76.4%

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	73.2	65.4
English 1	39.6	56.0
Physical Science	46.2	42.7
All Tests	50.5	54.2

* 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=1,004)				
Retention rate	11.2%	Down from 15.6%	6.3%	6.1%
Attendance rate	94.1%	Down from 95.5%	94.3%	95.0%
Eligible for gifted and talented	10.3%	Up from 9.8%	8.4%	8.3%
With disabilities other than speech	8.8%	Down from 9.3%	14.3%	13.0%
Older than usual for grade	16.5%	Up from 6.7%	10.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.8%	Down from 11.2%	1.6%	1.5%
Enrolled in AP/IB programs	9.7%	Up from 6.0%	9.7%	11.4%
Successful on AP/IB exams	37.1%	N/A	37.0%	54.3%
Eligible for LIFE Scholarship	39.3%	Up from 5.8%	29.9%	30.5%
Annual dropout rate	6.8%	Down from 11.1%	4.0%	3.5%
Career/technology students in co-curricular organizations	3.9%	Down from 5.4%	6.2%	3.1%
Enrollment in career/technology courses	689	Up from 349	521	559
Students participating in work-based experiences	18.8%	Down from 20.8%	11.8%	10.6%
Career/technology students attaining technical skills	75.7%	Up from 61.4%	80.7%	79.6%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=53)				
Teachers with advanced degrees	47.2%	Down from 50.0%	55.9%	57.4%
Continuing contract teachers	67.9%	Down from 76.8%	69.0%	69.6%
Teachers with emergency or provisional certificates	13.6%	Up from 10.2%	11.8%	8.7%
Teachers returning from previous year	79.2%	Down from 81.6%	85.1%	85.0%
Teacher attendance rate	94.9%	Up from 91.9%	94.9%	95.4%
Average teacher salary	\$47,019	Up 2.0%	\$46,285	\$46,061
Professional development days/teacher	8.0 days	Up from 7.4 days	11.4 days	11.4 days
School				
Principal's years at school	1.5	Up from 0.5	4.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Up from 25.9 to 1	25.8 to 1	25.4 to 1
Prime instructional time	87.1%	Up from 85.3%	88.0%	89.1%
Dollars spent per pupil*	\$6,595	Down 1.9%	\$7,383	\$7,279
Percent of expenditures for teacher salaries*	53.4%	Up from 50.1%	56.4%	55.3%
Percent of expenditures for instruction*	54.6%	Up from 52.6%	61.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	83.8%	Up from 34.9%	95.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
Modern Language Program Assessment	Average	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	208	94.2%	725	50.5%	229	81.2%	No
Gender							
Male	97	93.8%	334	51.5%	108	75.0%	N/A
Female	111	94.6%	391	49.6%	120	86.7%	N/A
Racial/Ethnic Group							
White	79	97.5%	260	56.5%	84	82.1%	N/A
African American	128	92.2%	419	43.4%	143	80.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	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	15	60.0%	47	6.4%	19	52.6%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	116	91.4%	413	41.4%	130	74.6%	N/A

* 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

This has been a year of positive change at Chester High School. Academically, CHS has implemented additional remedial classes in math and English, added an AP statistics class, implemented a morning HSAP review program, and rescheduled students mid-year based on first semester progress. Discipline has improved at Chester High School due to the addition of a new assistant principal position, increased parent communication, and interventions.

We have made an effort to increase teacher recognition along with student recognition by establishing a CHS Hall of Fame for each. Plaques honoring success on state and national tests/certifications and athletic achievements have been placed in the front entrance hallway. We have received encouraging comments from parents and community members praising our efforts to increase communication. In addition, response to our first Parent-Student Day was overwhelmingly positive.

We look forward to a continuation of this progress in the coming year.

Mr. Leonard J. Gardner
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	154	20
Percent satisfied with learning environment	82.1%	56.2%	90.0%
Percent satisfied with social and physical environment	80.4%	68.0%	60.0%
Percent satisfied with school-home relations	37.5%	78.8%	68.4%

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

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	227	100	12.1	40	31.6	16.3	64.2	65.2	69.7	Yes	Yes
Male	87	100	19	38.1	34.5	8.3	58.3	62.4	64.6	N/A	N/A
Female	140	100	7.6	41.2	29.8	21.4	67.9	67.6	74.8	N/A	N/A
White	96	100	6.7	27.8	36.7	28.9	78.9	76.1	81.7	Yes	Yes
African American	127	100	16.5	47.9	28.1	7.4	52.9	54.3	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	16	100	28.6	35.7	21.4	14.3	57.1	47.2	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	127	100	16.9	50	25.4	7.6	51.7	52.5	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	227	100	10.7	34.4	35.8	19.1	66.5	69.9	67.2	Yes	Yes
Male	87	100	16.7	31	34.5	17.9	65.5	70.4	66.3	N/A	N/A
Female	140	100	6.9	36.6	36.6	19.8	67.2	69.4	68	N/A	N/A
White	96	100	5.6	31.1	42.2	21.1	72.2	78.2	79.6	Yes	Yes
African American	127	100	14	36.4	31.4	18.2	62.8	62.3	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	16	100	28.6	21.4	21.4	28.6	50	50	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	127	100	13.6	39.8	35.6	11	59.3	59.9	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	274	95.3	68.6	13.9	6.9	5.8	12.8	N/A	N/A	N/A	N/A
Male	111	93.7	64.9	13.5	7.2	8.1	15.3	N/A	N/A	N/A	N/A
Female	163	96.3	71.2	14.1	6.7	4.3	11.0	N/A	N/A	N/A	N/A
White	115	98.3	59.1	19.1	8.7	11.3	20.0	N/A	N/A	N/A	N/A
African American	154	92.9	75.3	9.7	5.8	1.9	7.8	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	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	13	84.6	84.6	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	151	93.4	76.8	9.3	4.6	2.6	7.3	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	254	96.5	19.5	32.4	35.3	12.9	60.6	60.4	70.7
	2008	227	100	12.1	40	31.6	16.3	64.2	65.2	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	254	94.9	25.6	31.1	24.4	18.9	55.9	58.8	62.2
	2008	227	100	10.7	34.4	35.8	19.1	66.5	69.9	67.2

Abbreviations for Missing Data

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