



## Chapman High

1420 Compton Bridge  
Inman, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,006 Students	
<b>Principal</b>	Mrs. Stephanie W. Mathis	864-472-2836
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Good	Average
2006	Good	At-Risk
2005	Excellent	Good
2004	Excellent	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
5	5	18	1	0

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	78.8	77.7	80.3	75.8	79.4	81.4
Passed 1 subtest (%)	11.7	10.5	10.4	11.5	11.7	10.1
Passed no subtests (%)	9.5	11.7	9.2	12.7	8.9	8.4

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	92.4%	93.8%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	259	238
Number of Diplomas	198	176
Rate	76.4%	75.6%

**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	75.1	75.8
English 1	71.2	64.3
Physical Science	45.2	54.3
All Tests	63.6	64.8

\* 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=1,006)</b>				
Retention rate	8.3%	Up from 4.8%	6.0%	6.1%
Attendance rate	93.2%	Down from 93.6%	95.0%	95.0%
Eligible for gifted and talented	19.3%	Down from 19.7%	13.0%	8.3%
With disabilities other than speech	13.5%	Down from 14.3%	13.6%	13.0%
Older than usual for grade	5.5%	Up from 2.0%	8.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	1.9%	1.5%
Enrolled in AP/IB programs	10.4%	Down from 13.0%	11.4%	11.4%
Successful on AP/IB exams	31.3%	N/A	54.3%	54.3%
Eligible for LIFE Scholarship	68.9%	Up from 62.3%	31.8%	30.5%
Annual dropout rate	0.6%	Down from 1.2%	4.1%	3.5%
Career/technology students in co-curricular organizations	4.3%	Down from 4.4%	2.6%	3.1%
Enrollment in career/technology courses	515	Up from 404	535	559
Students participating in work-based experiences	35.1%	Up from 20.1%	12.6%	10.6%
Career/technology students attaining technical skills	84.0%	Up from 78.7%	80.0%	79.6%
Career/technology completers placed	N/A	N/A	97.8%	98.5%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	49.3%	No Change	60.6%	57.4%
Continuing contract teachers	69.6%	Down from 72.0%	72.0%	69.6%
Teachers with emergency or provisional certificates	9.3%	Up from 8.5%	7.3%	8.7%
Teachers returning from previous year	90.7%	Down from 91.8%	87.1%	85.0%
Teacher attendance rate	96.7%	Down from 97.2%	95.5%	95.4%
Average teacher salary	\$45,044	Down 2.2%	\$46,180	\$46,061
Professional development days/teacher	11.8 days	Down from 16.9 days	11.6 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	24.8 to 1	Down from 25.5 to 1	26.3 to 1	25.4 to 1
Prime instructional time	88.7%	Down from 89.6%	89.3%	89.1%
Dollars spent per pupil*	\$7,122	Up 10.9%	\$7,037	\$7,279
Percent of expenditures for teacher salaries*	61.6%	Down from 64.2%	54.5%	55.3%
Percent of expenditures for instruction*	64.2%	Down from 66.9%	59.7%	60.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	100.0%	No Change	93.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	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	237	92.4%	730	63.6%	259	76.4%	No
<b>Gender</b>							
Male	119	91.6%	336	66.4%	131	72.5%	N/A
Female	118	93.2%	390	61.5%	128	80.5%	N/A
<b>Racial/Ethnic Group</b>							
White	177	95.5%	482	64.9%	192	78.6%	N/A
African American	44	79.5%	110	50.9%	49	65.3%	N/A
Asian/Pacific Islander	10	90.0%	19	36.8%	12	83.3%	N/A
Hispanic	N/A	N/A	25	60.0%	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	35	57.1%	61	26.2%	41	41.5%	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	55	54.5%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	93	84.9%	356	54.8%	101	68.3%	N/A

\* 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

The students, faculty, and staff of Chapman High School continue to reap great successes of hard work. We are enjoying our "new, state-of-the-art facility" and continue to further refine our school and its accomplishments with excitement and pride.

During the 2007-2008 school year, the faculty and administration continued to focus on literacy with the implementation of a program that focused on the use of reading and writing strategies across the curriculum. Teachers also focused on the implementation of our thinking maps which assist students with connections across the curriculum. Students participated diligently in the literacy program by reading more books than ever before. A celebration for our students' success will be held at the start of our next school year.

The Guidance Department continued its focus on academic advisement by meeting individually with every student and also hosting informational parent and student meetings for each grade level. Counselors encouraged and guided students in the development of Individual Graduation Plans to assist students with researching, planning, and organizing future college and career opportunities.

There also was a continued focus on the improvement of SAT, ACT, HSAP, Advanced Placement, and EOC scores. Through a concentrated effort to raise awareness and expectations for all areas of assessment, students and teachers worked hard in preparation for these tests. All tenth grade students took the PSAT and PLAN to help prepare them for future assessments.

The implementation of APEX Learning at CHS helped students in the areas of credit recovery, Advanced Placement courses, and remediation for HSAP. This program not only allowed students to "catch up," but it also allowed them to move ahead by providing more opportunities as well as a different way to find success.

The faculty, staff, administration, and students participated in many community service projects and raised over \$75,000 for various charities. The Class of 2007 earned over \$3,000,000 in scholarships to help further their education. The CHS Student Council sponsored a blood drive in which the units of blood gathered increased for the seventh consecutive year. The students, faculty and staff raised over \$10,000 for Project Christmas Child in which children under the care of the Department of Social Services received their very own "Christmas dreams."

The Fine Arts Program continued its trend upward with increases in participation and success. The Athletic Programs also excelled. Most notable is the fact that approximately 60% of our student body participated in extracurricular activities. The JROTC continued its participation in flag retirement ceremonies, veterans' funerals, and many other community service oriented projects.

The 2007-2008 school year was unique in many ways. Our strong tradition of excellence remains intact. Moving forward in pursuit of even higher expectations is a top priority, and we are confident in the future of the students that attend Chapman High School.

Stephanie W. Mathis, Principal  
Wright Gaines, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	138	80
Percent satisfied with learning environment	98.4%	86.1%	91.3%
Percent satisfied with social and physical environment	98.4%	89.8%	85.0%
Percent satisfied with school-home relations	92.1%	86.5%	81.0%

\* 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 16 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	<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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No

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

All Students	250	99.2	13.6	30.9	35.6	19.9	67.8	72.1	69.7	Yes	Yes
Male	119	99.2	16.4	32.7	29.1	21.8	61.8	65.9	64.6	N/A	N/A
Female	131	99.2	11.1	29.4	41.3	18.3	73	77.7	74.8	N/A	N/A
White	184	98.9	11	29.5	36.4	23.1	71.7	75.7	81.7	Yes	Yes
African American	44	100	23.3	34.9	27.9	14	55.8	55.6	53.6	Yes	Yes
Asian/Pacific Islander	11	100	0	40	50	10	60	66.7	83.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	22	100	72.7	27.3	0	0	0	8.6	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	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	136	99.3	19.5	31.3	33.6	15.6	59.4	60.5	55.1	Yes	Yes

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

All Students	250	99.2	15.7	25	39.8	19.5	69.9	71.8	67.2	Yes	Yes
Male	119	99.2	20	22.7	34.5	22.7	66.4	70.1	66.3	N/A	N/A
Female	131	99.2	11.9	27	44.4	16.7	73	73.4	68	N/A	N/A
White	184	99.5	12.6	23.6	42	21.8	73	74.7	79.6	Yes	Yes
African American	44	100	30.2	23.3	32.6	14	55.8	55.6	49.7	Yes	Yes
Asian/Pacific Islander	11	100	0	60	20	20	80	83.3	88.9	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	22	100	81.8	18.2	0	0	4.5	14.3	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	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	136	98.5	19.7	29.1	37	14.2	63	62.7	53.1	Yes	Yes

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

All Students	254	95.3	71.7	15.4	4.3	3.9	8.3	N/A	N/A	N/A	N/A
Male	116	92.2	63.8	16.4	6.0	6.0	12.1	N/A	N/A	N/A	N/A
Female	138	97.8	78.3	14.5	2.9	2.2	I/S	N/A	N/A	N/A	N/A
White	194	95.9	68.0	17.5	5.2	5.2	10.3	N/A	N/A	N/A	N/A
African American	39	89.7	82.1	7.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	100.0	81.8	9.1	9.1	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	94.7	89.5	5.3	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	23	95.7	73.9	8.7	13.0	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	134	93.3	76.9	11.2	3.7	1.5	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	248	98.8	12.6	27.6	34.3	25.5	67.8	70.2	70.7
	2008	250	99.2	13.6	30.9	35.6	19.9	67.8	72.1	69.7

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

All Students	2007	248	99.6	19.9	24.5	31.1	24.5	63.9	65.5	62.2
	2008	250	99.2	15.7	25	39.8	19.5	69.9	71.8	67.2

Abbreviations for Missing Data

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