



## Crestwood High

2000 Oswego Road  
Sumter, SC 29153

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,276 Students	
<b>Principal</b>	John B. Huggins	803-469-6200
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Good
2004	Good	At-Risk

## 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
4	8	14	4	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 (%)	75.7	73.8	72.6	72.8	73.5	76.5
Passed 1 subtest (%)	13.2	13.9	15.5	12.7	15.2	12.5
Passed no subtests (%)	11.1	12.3	11.9	14.5	11.8	11.1

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	90.9%	92.6%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	321	188
Number of Diplomas	262	140
Rate	81.6%	76.3%

**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	61.0	66.5
English 1	57.2	56.6
Physical Science	46.1	45.9
All Tests	54.9	55.4

\* 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=1,276)</b>				
Retention rate	0.8%	Down from 1.3%	6.3%	6.1%
Attendance rate	94.8%	No Change	94.3%	95.0%
Eligible for gifted and talented	0.0%	No Change	8.4%	8.3%
With disabilities other than speech	13.8%	Down from 13.9%	14.3%	13.0%
Older than usual for grade	8.5%	Up from 5.0%	9.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.6%	1.6%	1.5%
Enrolled in AP/IB programs	2.0%	Up from 1.5%	9.4%	11.4%
Successful on AP/IB exams	N/A	N/A	37.1%	54.3%
Eligible for LIFE Scholarship	29.9%	Down from 30.0%	30.0%	30.5%
Annual dropout rate	5.3%	Up from 3.4%	4.0%	3.5%
Career/technology students in co-curricular organizations	13.3%	Down from 13.6%	4.2%	3.1%
Enrollment in career/technology courses	933	Down from 960	483	559
Students participating in work-based experiences	12.8%	Down from 23.9%	12.8%	10.6%
Career/technology students attaining technical skills	90.7%	Up from 86.5%	82.2%	79.6%
Career/technology completers placed	91.6%	Down from 99.0%	96.2%	98.5%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	64.5%	Up from 53.5%	55.9%	57.4%
Continuing contract teachers	61.3%	Up from 59.2%	69.0%	69.6%
Teachers with emergency or provisional certificates	29.8%	Down from 37.9%	8.7%	8.7%
Teachers returning from previous year	76.1%	Down from 78.6%	85.1%	85.0%
Teacher attendance rate	95.5%	No Change	95.0%	95.4%
Average teacher salary	\$43,800	Up 7.9%	\$46,441	\$46,061
Professional development days/teacher	15.1 days	Down from 15.4 days	11.4 days	11.4 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	36.4 to 1	Up from 31.9 to 1	25.8 to 1	25.4 to 1
Prime instructional time	89.0%	No Change	88.0%	89.1%
Dollars spent per pupil*	\$6,198	Up 3.4%	\$7,535	\$7,279
Percent of expenditures for teacher salaries*	47.9%	Down from 48.6%	56.6%	55.3%
Percent of expenditures for instruction*	58.6%	Up from 58.2%	61.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	86.7%	Down from 94.2%	94.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	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	318	90.9%	920	54.9%	321	81.6%	No
<b>Gender</b>							
Male	161	87.6%	488	56.1%	166	75.3%	N/A
Female	157	94.3%	432	53.5%	155	88.4%	N/A
<b>Racial/Ethnic Group</b>							
White	89	97.8%	205	71.7%	81	87.7%	N/A
African American	221	87.8%	681	49.2%	229	79.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	73.3%	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	47	51.1%	87	34.5%	50	46.0%	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	196	86.2%	611	51.2%	203	78.3%	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

Crestwood High School, located in a rural area just outside the city of Sumter, serves a diverse population, including students who come from rural areas, the suburbs of Sumter, and Shaw Air Force Base. To meet the needs of our 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 has joined the High Schools That Work initiative. Teams of Crestwood staff members attend summer programs to deal with issues such as at-risk students, literacy models, and instruction. 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. In addition, the school has recently added a second career specialist to guide the students in making informed decisions about their future. Although the school is relatively new, we are currently preparing to remodel a portion of our cafeteria and to construct an auditorium to improve student services.

Crestwood teachers participate in a wide variety of staff development activities during the year. 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.

Our Freshman Academy, whose motto is Success Is the Only Option, was designed to ease the transition from middle to high school. In the Academy, students not only go to their core classes but also participate in leadership and personal skills classes. Freshmen are then integrated with upper class students in their electives.

Crestwood High School has succeeded in meeting the stringent requirements for Adequate Yearly Progress (AYP) in the federal No Child Left Behind initiative. The 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, School Improvement Council President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	195	52
Percent satisfied with learning environment	85.5%	66.7%	76.9%
Percent satisfied with social and physical environment	90.2%	69.4%	68.0%
Percent satisfied with school-home relations	67.8%	76.2%	68.0%

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

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## School Adequate Yearly Progress

NO

This school met 16 out of 21 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.9%	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	345	97.4	16.4	35.7	34.1	13.8	61.7	63.3	69.7	Yes	Yes
Male	169	96.4	21.4	38.3	31.8	8.4	53.2	55.2	64.6	N/A	N/A
Female	176	98.3	11.5	33.1	36.3	19.1	70.1	71	74.8	N/A	N/A
White	84	98.8	5	23.8	37.5	33.8	80	73.1	81.7	Yes	Yes
African American	250	96.8	20.8	40.7	31.7	6.8	54.3	56.5	53.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	50	90	65.1	32.6	2.3	0	14	17.3	25.2	No	No
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	210	97.1	21.6	39.5	31.6	7.4	54.7	58	55.1	Yes	Yes

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

All Students	345	98	19.8	38.7	31.6	9.9	53.7	52.6	67.2	Yes	Yes
Male	169	97.6	20.5	39.1	27.6	12.8	51.3	50.8	66.3	N/A	N/A
Female	176	98.3	19.1	38.2	35.7	7	56.1	54.3	68	N/A	N/A
White	84	98.8	8.8	23.8	42.5	25	76.3	65.9	79.6	Yes	Yes
African American	250	97.6	24.2	44.4	26.9	4.5	44.8	43.8	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	50	90	55.8	30.2	11.6	2.3	18.6	18.5	23.8	Yes	No
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	210	97.1	21.6	45.3	25.8	7.4	44.7	46.5	53.1	No	Yes

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

All Students	318	96.5	70.4	15.1	8.2	2.8	11.0	N/A	N/A	N/A	N/A
Male	160	95.0	65.6	17.5	8.1	3.8	11.9	N/A	N/A	N/A	N/A
Female	158	98.1	75.3	12.7	8.2	1.9	10.1	N/A	N/A	N/A	N/A
White	83	98.8	53.0	19.3	20.5	6.0	26.5	N/A	N/A	N/A	N/A
African American	226	95.6	77.9	13.3	3.1	1.3	4.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	28	96.4	78.6	14.3	N/A	3.6	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	197	95.4	76.6	12.7	3.6	2.5	6.1	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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## 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	314	99.7	13.3	31.0	35.0	20.7	68.0	63.5	70.7
	2008	345	97.4	16.4	35.7	34.1	13.8	61.7	63.3	69.7

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

All Students	2007	314	99.0	23.5	31.7	26.6	18.1	56.0	49.0	62.2
	2008	345	98	19.8	38.7	31.6	9.9	53.7	52.6	67.2

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