



Scotts Branch High

9253 Alex Harvin Hwy
Summerton, SC 29148

Grades	9-12 High School	
Enrollment	311 Students	
Principal	Bernard McDaniel, Sr.	803-478-7818
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average*
2008	Good	Excellent
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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	1	2	5	8

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	62.4	67.8	64.0	60.4	60.7	55.0
Passed 1 subtest (%)	30.7	20.7	20.0	21.6	16.3	21.1
Passed no subtests (%)	6.9	11.5	16.0	22.3	23.8	27.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	94.4%	80.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	97	101
Number of Diplomas	79	63
Rate	81.4%	52.7%

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	64.9	43.2
English 1	52.2	36.2
Physical Science	57.1	29.1
US History and the Constitution	14.3	19.0
All Tests	44.2	32.3

* 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=311)				
Retention rate	5.1%	Up from 4.8%	6.5%	4.8%
Attendance rate	99.9%	No Change	94.6%	95.5%
Eligible for gifted and talented	9.0%	Up from 0.0%	2.5%	9.2%
With disabilities other than speech	11.7%	Up from 0.0%	14.7%	12.6%
Older than usual for grade	14.8%	Down from 19.3%	15.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Up from 1.8%	1.4%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.1%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	33.7%	Up from 20.5%	26.8%	29.8%
Annual dropout rate	1.8%	Up from 1.7%	1.8%	3.5%
Career/technology students in co-curricular organizations	14.6%	Up from 0.0%	1.9%	3.0%
Enrollment in career/technology courses	233	Down from 262	233	523
Students participating in work-based experiences	0.0%	No Change	1.4%	12.9%
Career/technology students attaining technical skills	87.7%	Down from 93.7%	73.3%	79.3%
Career/technology completers placed	N/A	N/A	98.0%	98.8%
Teachers (n=23)				
Teachers with advanced degrees	43.5%	Down from 52.0%	55.5%	58.6%
Continuing contract teachers	47.8%	Down from 48.0%	58.9%	71.6%
Teachers with emergency or provisional certificates	18.2%	Up from 14.3%	21.7%	8.1%
Teachers returning from previous year	69.2%	Up from 62.6%	74.2%	85.0%
Teacher attendance rate	96.3%	Up from 95.7%	95.8%	95.5%
Average teacher salary*	\$41,071	Down 2.0%	\$44,401	\$47,761
Professional development days/teacher	12.5 days	Up from 5.8 days	12.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 20.2 to 1	20.0 to 1	26.1 to 1
Prime instructional time	93.4%	Up from 92.5%	88.3%	89.8%
Dollars spent per pupil**	\$10,696	Up 15.7%	\$10,696	\$7,883
Percent of expenditures for teacher salaries**	50.8%	Down from 51.8%	51.8%	54.1%
Percent of expenditures for instruction**	60.2%	Up from 57.4%	60.2%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.2%	Up from 66.5%	93.0%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	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	90	94.4%	215	44.2%	97	81.4%	No
Gender							
Male	34	91.2%	103	34.0%	40	72.5%	N/A
Female	56	96.4%	112	53.6%	57	87.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	87	96.6%	205	42.9%	94	83.0%	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	10	60.0%	18	27.8%	10	50.0%	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	78	93.6%	198	44.4%	81	81.5%	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

Many measurements go into evaluating the effectiveness of a high-performing school. At Scott's Branch High School (SBHS), we pride ourselves on excelling in academics, activities, and athletics to create a balanced and comprehensive high school experience for all of our students.

Academically, students are offered a diverse instructional program that meets them at their individual levels, while providing a challenging curriculum. This rigorous curriculum enables them to move on to a successful postgraduate experience beyond the halls of SBHS. In all the core subjects (math, science, English, and social studies), we offer college preparatory and honors-level courses. In addition, we offer a wide variety of electives and levels in visual and performing arts, technology, world language, business, and physical education. We will continue to add courses based on student needs and interests for the 21st century.

As a result of SBHS's pursuit of excellence in 2009, the high school was honored to be recognized as a "Palmetto Gold Award Winner," a distinction which is given by the South Carolina Department of Education to high-performing schools because of academic gains. Furthermore, numerous opportunities were afforded for our students to exhibit and enhance their skills and abilities. Such activities include the band, Student Council, yearbook, Future Business Leaders of America (FBLA), academic challenge teams, JROTC, Future Farmers of America (FFA), the Gospel Choir and other clubs. Many of these student-focused organizations have earned local, state, and national recognitions and awards.

Finally, our athletics program is outstanding. We provide our students with opportunities to participate in virtually all South Carolina High School League sanctioned sports, as well as district-approved competitive club sports. Every year we have multiple teams and individuals compete at the district and state levels. In the 2008–2009 school year, we were fortunate to win the state championship in football and also had several teams to advance to regional play-offs. The level of participation in school activities and team sports has increased tremendously allowing our students opportunities to grow academically, personally, and socially.

We are continuing the tradition of excellence at Scott's Branch High School as we work collaboratively with the students, staff, parents, and the community to develop a "premier" high school program. Please visit our website to learn more about us at: <http://sbh.clarendon1.k12.sc.us>

Bernard McDaniel, Sr., Principal

David Lawson, Chairperson of the School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	70	50
Percent satisfied with learning environment	78.3%	80.0%	87.5%
Percent satisfied with social and physical environment	87.0%	89.7%	78.0%
Percent satisfied with school-home relations	65.2%	92.8%	72.3%

* 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
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This school met 7 out of 13 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
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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	2.8%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	78	96.2	21.9	52.1	17.8	8.2	45.2	45.2	61.8	No	Yes
Male	41	92.7	33.3	50	11.1	5.6	33.3	33.3	57.4	N/A	N/A
Female	37	100	10.8	54.1	24.3	10.8	56.8	56.8	66.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	76	96.1	22.5	53.5	16.9	7	43.7	43.7	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	12	91.7	66.7	33.3	0	0	0	I/S	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	N/A	38.5	I/S	I/S
Subsized meals	70	97.1	22.4	52.2	17.9	7.5	41.8	41.8	45.6	No	Yes

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

All Students	78	96.2	26	54.8	13.7	5.5	39.7	39.7	62.7	No	Yes
Male	41	92.7	30.6	52.8	11.1	5.6	36.1	36.1	61.8	N/A	N/A
Female	37	100	21.6	56.8	16.2	5.4	43.2	43.2	63.6	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	76	96.1	26.8	54.9	14.1	4.2	38	38	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	12	91.7	77.8	22.2	0	0	0	I/S	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	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	70	97.1	28.4	53.7	11.9	6	37.3	37.3	47.9	No	Yes

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

All Students	78	82.1	67.9	7.7	5.1	1.3	I/S	N/A	N/A	N/A	N/A
Male	41	78.0	68.3	4.9	2.4	2.4	I/S	N/A	N/A	N/A	N/A
Female	37	86.5	67.6	10.8	8.1	N/A	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	76	82.9	68.4	7.9	5.3	1.3	I/S	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	1	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	12	41.7	41.7	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	70	85.7	71.4	7.1	5.7	1.4	I/S	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	2008	88	98.9	15.3	52.9	25.9	5.9	50.6	50.6	69.7
	2009	78	96.2	21.9	52.1	17.8	8.2	45.2	45.2	61.8

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

All Students	2008	88	98.9	29.4	48.2	18.8	3.5	38.8	38.8	67.2
	2009	78	96.2	26	54.8	13.7	5.5	39.7	39.7	62.7

* Adjusted to account for natural variation in performance.