

Chapin High

300 Columbia Avenue
Chapin, SC 29036

Grades	9-12 High School	
Enrollment	1,247 Students	
Principal	Michael R. Satterfield	803-575-5400
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Good**
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	0	0	0	0

* 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 (%)	95.0	94.0	95.3	94.7	97.3	96.8
Passed 1 subtest (%)	3.9	4.2	2.0	4.8	3.0	2.4
Passed no subtests (%)	1.1	1.8	2.7	2.2	1.1	2.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	98.9%	99.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	291	229
Number of Diplomas	270	212
Rate	92.8%	95.0%

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	90.2	93.1
English 1	94.6	93.6
Physical Science	79.5	86.4
US History and the Constitution	68.1	74.4
All Tests	82.2	86.4

* 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

Chapin High 03/25/10-3205038

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,247)				
Retention rate	2.3%	Up from 1.6%	1.6%	4.8%
Attendance rate	96.5%	Up from 96.0%	96.5%	95.5%
Eligible for gifted and talented	29.3%	Up from 24.0%	29.3%	9.2%
With disabilities other than speech	9.6%	Down from 10.6%	7.0%	12.6%
Older than usual for grade	2.1%	Up from 1.8%	2.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Up from 1.2%	1.0%	1.2%
Enrolled in AP/IB programs	36.6%	Up from 30.8%	36.6%	13.2%
Successful on AP/IB exams	60.6%	Up from 48.8%	70.4%	55.6%
Eligible for LIFE Scholarship	45.1%	Down from 46.6%	45.2%	29.8%
Annual dropout rate	1.9%	Up from 1.0%	1.4%	3.5%
Career/technology students in co-curricular organizations	0.2%	No Change	0.2%	3.0%
Enrollment in career/technology courses	815	Down from 827	815	523
Students participating in work-based experiences	19.7%	Up from 18.1%	19.7%	12.9%
Career/technology students attaining technical skills	92.8%	Up from 89.7%	92.8%	79.3%
Career/technology completers placed	100.0%	No Change	99.2%	98.8%
Teachers (n=103)				
Teachers with advanced degrees	69.9%	Up from 61.4%	68.0%	58.6%
Continuing contract teachers	83.5%	Up from 75.2%	78.0%	71.6%
Teachers with emergency or provisional certificates	6.3%	Down from 6.5%	6.1%	8.1%
Teachers returning from previous year	88.5%	Up from 87.7%	88.9%	85.0%
Teacher attendance rate	95.7%	Down from 95.9%	96.1%	95.5%
Average teacher salary*	$55,978	Up 5.2%	$51,481	$47,761
Professional development days/teacher	12.8 days	Up from 10.7 days	8.0 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	24.2 to 1	Down from 24.3 to 1	26.3 to 1	26.1 to 1
Prime instructional time	91.2%	Down from 91.3%	90.6%	89.8%
Dollars spent per pupil**	$8,596	Down 3.5%	$6,974	$7,883
Percent of expenditures for teacher salaries**	55.1%	Up from 52.2%	57.3%	54.1%
Percent of expenditures for instruction**	59.0%	Up from 54.6%	59.7%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	97.5%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	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

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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	262	98.9%	1210	82.2%	291	92.8%	Yes
Gender							
Male	133	99.2%	631	84.9%	147	93.9%	N/A
Female	129	98.4%	579	79.3%	144	91.7%	N/A
Racial/Ethnic Group							
White	243	99.6%	1105	84.1%	265	93.6%	N/A
African American	13	84.6%	55	50.9%	17	82.4%	N/A
Asian/Pacific Islander	N/A	N/A	24	91.7%	N/A	N/A	N/A
Hispanic	N/A	N/A	25	64.0%	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	22	90.9%	131	53.4%	27	74.1%	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	23	60.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	17	88.2%	150	60.0%	24	75.0%	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

The mission of Chapin High School, where community and school unite in partnership, is to ensure that every student is given the opportunity to achieve full potential for academic excellence and personal growth.

This has been a very good year for Chapin High School both academically and with extracurricular activities. A National Blue Ribbon and Red Carpet Award winning school, CHS received the Palmetto Gold Award for the fifth consecutive year. The State Superintendent has, again, nominated CHS for National Blue Ribbon. We were also recognized this year by U.S. News and World Report as "One of the Nation's Best High Schools." Our seniors received over eight million dollars in scholarships: three National Merit finalists, 121 Life Scholarships, and 19 Palmetto Fellows. Out of a class of 281 seniors, 140 plan to attend four year institutions with many of our other students planning to attend technical schools, entering the military, or going directly into the workforce.

Our JROTC program was once again recognized as one of the best in SC being designated by the Department of the Navy as a "Distinguished NJROTC with Academic Honors": for the 2009 -10 school year. Next year, our JROTC program will have over 200 members making it one of the largest JROTC programs in the southeast. The State Newspaper recognized CHS as having one of the best athletic programs in the Midlands with nine regional team championships, 19 individual region champs, six region MVPs, 47 All- Region athletes, and six of our coaches as "Region Coaches of the Year." Our cheerleading team, once again, is state champions. Many of our students are also involved in our intramural athletic program.

Our fine arts programs have had an excellent year receiving awards in art, chorus, and band. CHS visual arts students received numerous awards at state and national competitions. The school-wide production of "Bye Bye Birdie" was a complete success with over 1,000 in attendance.

The Student Government of CHS raised $10,000 for East Elementary School in SC's Corridor of Shame. They also raised scholarship monies for many needy students as well as participated in numerous service projects in the community.

As a member of High Schools That Work, we continue to examine ways of improving student performance in the classroom by emphasizing student engagement and literacy across the curriculum. Our school is committed to improving instructional programs and finding ways to make connections with all students. Two programs that are relatively new that we believe are key to our success are Mentor and Student Teams (MAST) and Success Acquired in Learning (SAIL). MAST is designed to help build relationships with students through mentoring and providing guidance. SAIL is designed specifically to help students who are considered "at risk." The success of both programs demonstrates a need to connect with students and provide additional support.

Mike Satterfield, Principal and Pam Lawson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	256	68
Percent satisfied with learning environment	89.7%	89.1%	89.6%
Percent satisfied with social and physical environment	93.0%	93.3%	85.1%
Percent satisfied with school-home relations	98.3%	92.5%	76.6%

* 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	YES

This school met 9 out of 9 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. 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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No

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Chapin High											03/25/10-3205038
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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	298	99.7	2.7	14.1	37.5	45.7	89.3	78.7	61.8	Yes	Yes
Male	167	99.4	3.7	15.3	35.6	45.4	88.3	75.3	57.4	N/A	N/A
Female	131	100	1.6	12.5	39.8	46.1	90.6	82.4	66.1	N/A	N/A
White	275	99.6	1.5	14.1	38.9	45.6	90.7	87.3	74.3	Yes	Yes
African American	16	100	26.7	20	20	33.3	60	59.7	44.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.3	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	32	96.9	20	56.7	16.7	6.7	43.3	31.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.5	I/S	I/S
Subsized meals	30	100	17.9	35.7	25	21.4	53.6	53.5	45.6	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	297	100	3.4	16.8	27.8	51.9	87.6	79.4	62.7	Yes	Yes
Male	166	100	3.1	13.5	30.1	53.4	89	79.8	61.8	N/A	N/A
Female	131	100	3.9	21.1	25	50	85.9	78.9	63.6	N/A	N/A
White	274	100	2.6	16.3	27.8	53.3	88.9	87	75.1	Yes	Yes
African American	16	100	20	33.3	26.7	20	60	61.3	45.1	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	96.7	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	31	100	23.3	46.7	26.7	3.3	40	37.8	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	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	52.3	I/S	I/S
Subsized meals	30	100	21.4	28.6	28.6	21.4	57.1	57.1	47.9	I/S	I/S
Physical Science (End-of-Course Test performance by Group)											
All Students	298	97.3	36.9	24.5	17.4	18.5	35.9	N/A	N/A	N/A	N/A
Male	167	96.4	34.7	23.4	18.0	20.4	38.3	N/A	N/A	N/A	N/A
Female	131	98.5	39.7	26.0	16.8	16.0	32.8	N/A	N/A	N/A	N/A
White	275	97.8	35.3	25.5	18.2	18.9	37.1	N/A	N/A	N/A	N/A
African American	16	93.8	68.8	12.5	N/A	12.5	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	96.9	81.3	9.4	3.1	3.1	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	30	93.3	63.3	10.0	16.7	3.3	I/S	N/A	N/A	N/A	N/A

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

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	331	98.5	1.6	14.7	36.1	47.6	88.7	84.7	69.7
	2009	298	99.7	2.7	14.1	37.5	45.7	89.3	78.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	331	100	4.6	9.9	34.3	51.2	88.3	83	67.2
	2009	297	100	3.4	16.8	27.8	51.9	87.6	79.4	62.7

* Adjusted to account for natural variation in performance.

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