



## CHAPIN HIGH

300 Columbia Avenue  
Chapin, SC 29036

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,298 Students	
<b>Principal</b>	Akil E. Ross	803-575-5400
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8116
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Good</b>
2009	Excellent	Good
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

## 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
4	0	0	0	0

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	94.0%	95.3%	94.5%	97.3%	96.8%	96.8%
Passed 1 subtest (%)	4.2%	2.0%	3.3%	3.0%	2.4%	2.4%
Passed no subtests (%)	1.8%	2.7%	2.1%	1.1%	2.2%	2.0%

**HSAP Passage Rate by Spring 2010**

Percent	Our High School	High Schools with Students Like Ours
	95.5%	98.3%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	291	339	229	179
Number of Graduates in Cohort	270	315	212	166
Rate	92.8%	92.9%	95.0%	75.0%

\*Used to calculate current AYP.

**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	92.2%	89.2%
English 1	90.7%	94.0%
Physical Science	76.8%	85.7%
US History and the Constitution	78.3%	80.5%
All Tests	83.8%	87.5%

\* 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=1,298)</b>				
Retention rate	1.3%	Down from 2.3%	0.7%	3.7%
Attendance rate	96.4%	Down from 96.5%	96.4%	95.4%
Eligible for gifted and talented	35.4%	Up from 29.3%	26.0%	12.4%
With disabilities other than speech	9.9%	Up from 9.6%	7.1%	12.8%
Older than usual for grade	1.9%	Down from 2.1%	2.4%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Down from 4.2%	1.5%	1.1%
Enrolled in AP/IB programs	36.7%	Up from 36.6%	28.6%	13.1%
Successful on AP/IB exams	66.7%	Up from 60.6%	75.8%	50.4%
Eligible for LIFE Scholarship	55.5%	Up from 45.1%	57.2%	30.4%
Annual dropout rate	1.0%	Down from 1.9%	0.0%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 0.2%	0.0%	2.2%
Enrollment in career/technology courses	763	Down from 815	153	424
Students participating in work-based experiences	9.9%	Down from 19.7%	9.9%	11.7%
Career/technology students attaining technical skills	89.4%	Down from 92.8%	89.4%	78.7%
Career/technology completers placed	100.0%	No Change	99.2%	98.5%
<b>Teachers (n=93)</b>				
Teachers with advanced degrees	74.2%	Up from 69.9%	69.0%	60.4%
Continuing contract teachers	89.2%	Up from 83.5%	81.7%	76.6%
Teachers with emergency or provisional certificates	4.5%	Down from 6.3%	2.0%	6.5%
Teachers returning from previous year	88.8%	Up from 88.5%	85.8%	86.8%
Teacher attendance rate	95.0%	Down from 95.7%	96.5%	95.8%
Average teacher salary*	\$56,394	Up 0.7%	\$48,632	\$47,390
Professional development days/teacher	9.6 days	Down from 12.8 days	9.6 days	10.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	25.7 to 1	Up from 24.2 to 1	25.7 to 1	25.8 to 1
Prime instructional time	90.7%	Down from 91.2%	92.7%	90.1%
Dollars spent per pupil**	\$9,456	Up 10.0%	\$7,682	\$7,974
Percent of expenditures for teacher salaries**	55.8%	Up from 55.1%	64.0%	55.4%
Percent of expenditures for instruction**	58.3%	Down from 59.0%	68.0%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 97.5%	100.0%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	Excellent	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	312	95.5%	1178	83.8%	339	92.9%	Yes
<b>Gender</b>							
Male	147	94.6%	611	84.6%	161	90.7%	N/A
Female	165	96.4%	567	82.9%	178	94.9%	N/A
<b>Racial/Ethnic Group</b>							
White	287	96.2%	1062	86.0%	308	93.8%	N/A
African American	11	72.7%	80	56.3%	15	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	21	71.4%	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	27	77.8%	84	50.0%	28	78.6%	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	29	86.2%	152	65.1%	38	73.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

## Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Chapin High School, of School District Five of Lexington and Richland Counties, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society.

This has been a very good year for Chapin High School (CHS), both academically and with extracurricular activities. CHS received both the National Blue Ribbon and the Palmetto Gold Awards. CHS successfully completed the requirements for SACS accreditation. We were recognized by U.S. News and World Report as "one of the Nation's Best High Schools." Our seniors received over \$23 million in scholarships; we had two National Merit finalists, 177 Life Scholarships, and 27 Palmetto Fellows. Out of a class of 319 seniors, 196 plan to attend four year colleges, with many of our other students planning to attend technical schools, enter the military, or go directly into the workforce.

Our NJROTC program finished second in the state, being designated by the Department of the Navy as a "Distinguished NJROTC with Academic Honors." The NJROTC program is one of the largest programs in the southeast. The State newspaper recognized CHS as having one of the best athletic programs in the Midlands with 11 region championships, 30 individual region champs, six region MVPs, 48 All Region players, and six "Coaches of the Year." The cheerleading team won an unprecedented sixth state title, and the boy's tennis team won state for the first time.

Our fine arts programs had another excellent year. The school-wide production of "Junk to Funk" was a complete success with dance costumes being made from recyclable materials. "Into the Woods" was another school-wide production incorporating every art medium, with more 1,000 in attendance.

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 successes 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  
 Susan Baker, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	88	258	48
Percent satisfied with learning environment	88.5%	83.3%	95.7%
Percent satisfied with social and physical environment	90.9%	83.6%	91.5%
Percent satisfied with school-home relations	90.8%	88.2%	91.7%

\* 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 11 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient 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	331	99.7	3.1	13.8	33.5	49.5	88.3	81.1	65.9	Yes	Yes
Male	183	100	3.3	14.4	34.3	48.1	88.4	80.1	60.8	N/A	N/A
Female	148	99.3	2.8	13.2	32.6	51.4	88.2	82.2	71	N/A	N/A
White	301	99.7	1.4	13.2	34.8	50.7	90.5	89.8	77.5	Yes	Yes
African American	16	100	26.7	40	13.3	20	46.7	61.6	49.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	82.1	80.2	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	87.2	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	29	96.6	21.4	32.1	32.1	14.3	53.6	35.8	21.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47.3	I/S	I/S
Subsidized meals	50	100	10.2	28.6	32.7	28.6	69.4	60.8	51.5	No	Yes

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

All Students	331	99.7	4.6	12.6	22.8	60	87.7	80.5	62.3	Yes	Yes
Male	183	100	5.5	9.9	21.5	63	87.3	81.7	61.7	N/A	N/A
Female	148	99.3	3.5	16	24.3	56.3	88.2	79.2	63	N/A	N/A
White	301	99.7	3.4	11.5	22	63.2	90.2	90.4	75	Yes	Yes
African American	16	100	20	33.3	40	6.7	53.3	58.8	44	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	85.7	85.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	82.1	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	29	96.6	32.1	28.6	21.4	17.9	46.4	39.3	22.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	65.4	52.6	I/S	I/S
Subsidized meals	50	100	10.2	28.6	28.6	32.7	65.3	59.6	48.1	No	Yes

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

All Students	331	97.6	32.2	25.1	23.2	19.5	42.7	N/A	N/A	N/A	N/A
Male	183	97.3	28.7	24.2	23.6	23.6	47.2	N/A	N/A	N/A	N/A
Female	148	98.0	36.6	26.2	22.8	14.5	37.2	N/A	N/A	N/A	N/A
White	301	97.3	29.0	25.6	24.9	20.5	45.4	N/A	N/A	N/A	N/A
African American	16	100.0	81.3	6.3	6.3	6.3	12.5	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	9	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	29	96.6	64.3	17.9	7.1	10.7	17.9	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	50	98.0	59.2	20.4	12.2	8.2	20.4	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	2009	298	99.7	2.7	14.1	37.5	45.7	89.3	78.7	61.8
	2010	331	99.7	3.1	13.8	33.5	49.5	88.3	81.1	65.9

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

All Students	2009	297	100	3.4	16.8	27.8	51.9	87.6	79.4	62.7
	2010	331	99.7	4.6	12.6	22.8	60	87.7	80.5	62.3

\* Adjusted to account for natural variation in performance.

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