



CHAPMAN HIGH

1420 Compton Bridge
Inman, South Carolina

Grades	9-12 High School	
Enrollment	983 Students	
Principal	Mrs. Stephanie W. Mathis	864-472-2836
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	At-Risk
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Average
2006	Good	At-Risk

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
5	14	15	0	0

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	80.3%	75.7%	85.7%	81.4%	75.5%	80.3%
Passed 1 subtest (%)	10.4%	14.2%	5.1%	10.1%	13.2%	10.6%
Passed no subtests (%)	9.2%	10.1%	9.2%	8.4%	11.3%	9.3%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	89.1%	91.1%

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	250	268	272	296
Number of Graduates in Cohort	198	205	198	217
Rate	79.2%	76.5%	74.7%	74.6%

*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	83.8%	76.7%
English 1	79.4%	68.6%
Physical Science	53.4%	62.2%
US History and the Constitution	46.9%	46.6%
All Tests	64.7%	63.6%

* 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=983)				
Retention rate	3.8%	Down from 4.8%	3.3%	3.7%
Attendance rate	97.2%	Up from 95.0%	95.9%	95.4%
Eligible for gifted and talented	34.4%	Up from 18.1%	16.3%	12.4%
With disabilities other than speech	12.3%	Up from 11.4%	12.3%	12.8%
Older than usual for grade	6.2%	Down from 6.9%	8.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.5%	1.1%
Enrolled in AP/IB programs	13.8%	Down from 16.3%	17.6%	13.1%
Successful on AP/IB exams	35.5%	Down from 44.3%	53.2%	50.4%
Eligible for LIFE Scholarship	53.8%	Down from 65.1%	31.6%	30.4%
Annual dropout rate	3.8%	Up from 0.5%	3.5%	3.1%
Career/technology students in co-curricular organizations	3.5%	Up from 2.7%	1.4%	2.2%
Enrollment in career/technology courses	510	Down from 515	447	424
Students participating in work-based experiences	93.7%	Up from 47.4%	11.7%	11.7%
Career/technology students attaining technical skills	82.5%	Up from 80.7%	82.3%	78.7%
Career/technology completers placed	N/A	N/A	98.2%	98.5%
Teachers (n=73)				
Teachers with advanced degrees	56.2%	Up from 52.8%	63.4%	60.4%
Continuing contract teachers	79.5%	Up from 66.7%	80.4%	76.6%
Teachers with emergency or provisional certificates	1.6%	Down from 4.7%	5.2%	6.5%
Teachers returning from previous year	89.3%	Up from 86.8%	87.8%	86.8%
Teacher attendance rate	97.5%	Up from 97.4%	96.2%	95.8%
Average teacher salary*	\$47,126	Up 0.9%	\$48,371	\$47,390
Professional development days/teacher	11.6 days	Down from 12.5 days	10.1 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 25.0 to 1	27.7 to 1	25.8 to 1
Prime instructional time	93.7%	Up from 91.0%	91.4%	90.1%
Dollars spent per pupil**	\$8,257	Up 11.4%	\$7,713	\$7,974
Percent of expenditures for teacher salaries**	62.4%	Up from 61.1%	54.4%	55.4%
Percent of expenditures for instruction**	64.6%	Up from 63.0%	59.8%	60.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	95.7%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	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	221	89.1%	979	64.7%	268	76.5%	No
Gender							
Male	102	85.3%	469	66.1%	123	71.5%	N/A
Female	119	92.4%	510	63.3%	145	80.7%	N/A
Racial/Ethnic Group							
White	163	90.8%	752	67.8%	197	75.6%	N/A
African American	38	78.9%	164	48.8%	45	77.8%	N/A
Asian/Pacific Islander	N/A	N/A	36	69.4%	13	84.6%	N/A
Hispanic	N/A	N/A	18	72.2%	10	80.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	36.8%	83	31.3%	22	45.5%	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	67	67.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	109	85.3%	512	60.7%	135	69.6%	N/A

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The students, faculty, and staff of Chapman High School continue to reap great successes of hard work. Our school theme is "Mission Possible" and we are proud of our students as they continue to achieve accomplishments with excitement and pride.

During the 2009-2010 school year, the faculty and administration continued to focus on literacy with a concentration on peer coaching. We fully implemented our Guidance Advisement System, CHAMP (Chapman High Advisement and Mentoring Program) to all students.

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 guided students in the development of Individual Graduation Plans to assist students with researching and organizing future college and career opportunities.

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

The implementation of "Class.com" Learning at CHS helped students in the area of credit recovery, while Apex learning assisted students in the area of Advanced Placement courses. These programs allowed students to recover credits and move ahead by providing more opportunities as well as a different way to find success.

Being a Red Carpet school, we pride ourselves on being family-friendly and customer-oriented. In addition, the faculty, staff, administration, and students participated in many community service projects and raised over \$20,000 for various charities. The Class of 2010 earned over \$3,900,000 in scholarships to help further their education.

The Fine Arts Program and Athletic Programs at CHS continued its trend upward with increases in participation and success. Most notable is the fact that approximately sixty percent of our student body participated in extra-curricular activities.

The AFJROTC won the Distinguished Unit Award and continued its participation in flag retirement ceremonies and many other community service-oriented projects.

The 2009-2010 school year was unique in many ways. Our strong tradition of excellence remains in tact. 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

Ruba Nix, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	183	78
Percent satisfied with learning environment	91.8%	82.2%	84.0%
Percent satisfied with social and physical environment	94.5%	83.3%	80.5%
Percent satisfied with school-home relations	88.7%	84.4%	74.7%

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

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 9 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

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	0.0%	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	0.0%	0.0%	Yes

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
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

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

All Students	224	98.2	9.3	35	30.4	25.2	68.7	67.7	65.9	No	Yes
Male	111	98.2	13.2	50	17	19.8	53.8	57	60.8	N/A	N/A
Female	113	98.2	5.6	20.4	43.5	30.6	83.3	79.4	71	N/A	N/A
White	178	98.3	7.5	32.4	31.2	28.9	72.8	71.3	77.5	Yes	Yes
African American	33	100	21.2	45.5	24.2	9.1	48.5	52.4	49.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	29	89.7	50	30.8	11.5	7.7	26.9	22.2	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	6	I/S	I/S	I/S	I/S	I/S	I/S	37.5	47.3	I/S	I/S
Subsidized meals	116	97.4	14.7	43.1	25.7	16.5	53.2	52.2	51.5	No	Yes

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

All Students	224	98.2	12.6	33.2	32.2	22	62.6	62.6	62.3	No	Yes
Male	111	98.2	16	33	26.4	24.5	58.5	60.2	61.7	N/A	N/A
Female	113	98.2	9.3	33.3	38	19.4	66.7	65.3	63	N/A	N/A
White	178	98.3	8.7	34.1	33.5	23.7	65.3	65.5	75	No	Yes
African American	33	100	36.4	30.3	18.2	15.2	42.4	45.2	44	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	29	89.7	57.7	34.6	3.8	3.8	7.7	8.9	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	6	I/S	I/S	I/S	I/S	I/S	I/S	62.5	52.6	I/S	I/S
Subsidized meals	116	97.4	20.2	38.5	24.8	16.5	54.1	52.8	48.1	Yes	Yes

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

All Students	221	93.7	75.4	15.0	6.3	3.4	9.7	N/A	N/A	N/A	N/A
Male	109	90.8	76.8	13.1	5.1	5.1	10.1	N/A	N/A	N/A	N/A
Female	112	96.4	74.1	16.7	7.4	1.9	9.3	N/A	N/A	N/A	N/A
White	177	96.0	70.6	17.6	7.6	4.1	11.8	N/A	N/A	N/A	N/A
African American	31	87.1	N/AV	N/AV	N/AV	N/AV	N/AV	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	6	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	26	53.8	85.7	7.1	7.1	0.0	7.1	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	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	113	88.5	84.0	9.0	5.0	2.0	7.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2009	248	99.2	12.1	38.8	29.7	19.4	67.2	67.8	61.8
	2010	224	98.2	9.3	35	30.4	25.2	68.7	67.7	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	248	99.6	19.3	29.6	27	24	61.8	60.8	62.7
	2010	224	98.2	12.6	33.2	32.2	22	62.6	62.6	62.3

* Adjusted to account for natural variation in performance.