



EASLEY HIGH

PO Box 129
Easley, SC 29641

| | | |
|-----------------------|------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,659 Students | |
| Principal | Danny Merck | 864-855-8180 |
| Superintendent | Dr. Henry Hunt | 864-397-1000 |
| Board Chair | Jim Shelton | 864-836-8465 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | At-Risk |
| 2009 | Average | Good |
| 2008 | Average | At-Risk |
| 2007 | Good | Below 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 |
|-----------|------|---------|---------------|---------|
| 3 | 17 | 6 | 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 (%) | 84.7% | 81.4% | 82.7% | 84.3% | 79.0% | 80.3% |
| Passed 1 subtest (%) | 8.2% | 9.7% | 7.7% | 9.0% | 11.8% | 11.2% |
| Passed no subtests (%) | 7.1% | 9.0% | 9.6% | 6.7% | 9.2% | 8.5% |

HSAP Passage Rate by Spring 2010

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 90.3% | 92.4% |

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 | 378 | 478 | 430 | 422 |
| Number of Graduates in Cohort | 259 | 320 | 326 | 315 |
| Rate | 68.5% | 66.9% | 75.9% | 72.9% |

*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 | 81.5% | 76.4% |
| English 1 | 65.1% | 74.0% |
| Physical Science | 62.6% | 66.0% |
| US History and the Constitution | 51.1% | 53.4% |
| All Tests | 64.2% | 67.0% |

* 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=1,659) | | | | |
| Retention rate | 3.7% | Down from 6.2% | 2.8% | 3.7% |
| Attendance rate | 92.4% | Up from 92.0% | 95.6% | 95.4% |
| Eligible for gifted and talented | 14.4% | Up from 10.0% | 17.9% | 12.4% |
| With disabilities other than speech | 12.1% | Up from 11.8% | 11.2% | 12.8% |
| Older than usual for grade | 9.3% | Up from 7.6% | 7.6% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.6% | Down from 2.0% | 0.9% | 1.1% |
| Enrolled in AP/IB programs | 22.5% | Up from 19.6% | 19.3% | 13.1% |
| Successful on AP/IB exams | 65.5% | Up from 65.4% | 60.3% | 50.4% |
| Eligible for LIFE Scholarship | 34.4% | Down from 37.2% | 30.8% | 30.4% |
| Annual dropout rate | 4.5% | Down from 6.5% | 2.9% | 3.1% |
| Career/technology students in co-curricular organizations | 0.0% | No Change | 1.7% | 2.2% |
| Enrollment in career/technology courses | 674 | Down from 963 | 760 | 424 |
| Students participating in work-based experiences | 3.1% | Up from 1.8% | 22.7% | 11.7% |
| Career/technology students attaining technical skills | 83.6% | Up from 82.0% | 78.4% | 78.7% |
| Career/technology completers placed | N/A | N/A | 99.6% | 98.5% |
| Teachers (n=101) | | | | |
| Teachers with advanced degrees | 59.4% | Down from 62.2% | 61.2% | 60.4% |
| Continuing contract teachers | 74.3% | Down from 76.7% | 78.2% | 76.6% |
| Teachers with emergency or provisional certificates | 4.8% | Down from 5.1% | 5.0% | 6.5% |
| Teachers returning from previous year | 85.1% | Down from 87.6% | 87.4% | 86.8% |
| Teacher attendance rate | 97.5% | Up from 96.7% | 95.5% | 95.8% |
| Average teacher salary* | \$44,489 | Down 0.8% | \$48,528 | \$47,390 |
| Professional development days/teacher | 6.6 days | Up from 6.5 days | 10.0 days | 10.0 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 7.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 29.6 to 1 | Down from 32.4 to 1 | 28.9 to 1 | 25.8 to 1 |
| Prime instructional time | 89.3% | Up from 87.9% | 89.8% | 90.1% |
| Dollars spent per pupil** | \$6,121 | Up 0.3% | \$6,976 | \$7,974 |
| Percent of expenditures for teacher salaries** | 52.3% | Down from 53.1% | 57.1% | 55.4% |
| Percent of expenditures for instruction** | 56.5% | Up from 56.3% | 61.5% | 60.4% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 92.2% | 96.1% | 96.0% |
| Character development program | Good | Down from Excellent | Good | Good |
| Modern language program assessment | N/A | N/A | Average | Average |
| Classical language program assessment | N/A | N/A | Good | 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 | 400 | 90.3% | 1488 | 64.2% | 478 | 66.9% | No |
| Gender | | | | | | | |
| Male | 195 | 87.7% | 792 | 64.3% | 239 | 59.8% | N/A |
| Female | 205 | 92.7% | 696 | 64.1% | 239 | 74.1% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 336 | 92.0% | 1142 | 67.2% | 404 | 66.8% | N/A |
| African American | 44 | 79.5% | 236 | 51.7% | 50 | 64.0% | N/A |
| Asian/Pacific Islander | N/A | N/A | 11 | 72.7% | N/A | N/A | N/A |
| Hispanic | 14 | 78.6% | 77 | 51.9% | 16 | 75.0% | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 41 | 61.0% | 201 | 33.3% | 45 | 51.1% | 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 | 55 | 54.5% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 113 | 83.2% | 676 | 58.0% | 130 | 60.8% | 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

"Committed to excellence, Easley High School, in cooperation with home and community, cultivates each student's full potential through challenging, innovative educational programs in a safe and caring environment."

Easley High School faculty, staff, parents, and community continue to be committed to our school mission statement. With 1558 students enrolled in grades nine through twelve, our special programs include twelve advanced placement courses with 185 students participating; honors courses in English, math, science, social studies, fine arts, NJROTC, and foreign languages; multi-level fine arts courses in art, band, chorus, creative writing, drama, and strings; dual credit through Tri-County Tech in a variety of courses on campus and on-line; and a Teacher Cadet leadership program, which also earns college credit. Four more AP courses will be added next school year and as a result, AP course selections have risen from 300 to 500. We are very excited about the opportunity this presents to students and parents.

Our students' SAT and ACT scores are above the state and national averages. EHS was awarded a Magna Cum Laude Award from the SC State Department of Education for our 2009 SAT accomplishments.

EHS honors organizations include Mu Alpha Theta, National Honor Society, and Spanish Honor Society, with a combined membership of more than 500 students.

Easley High students have competed and won awards in regional and state competitions in many areas. Our EHS band placed 5th in the state marching band competition. The boy's basketball team played in the upper state finals. Our NJROTC unit was voted best in South Carolina last year and ranked 7th out of 135 teams over North and South Carolina in the National Academic Test. EHS offers many extra-curricular opportunities for students and strongly believes that involvement in school activities promotes academic success.

"Character First, Then Scholarship" is an important school motto for EHS faculty and students.

Macario Acosta, Chairman, EHS School Improvement Council

Dr. Danny Merck, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 87 | 256 | 61 |
| Percent satisfied with learning environment | 94.1% | 68.6% | 78.0% |
| Percent satisfied with social and physical environment | 91.9% | 73.8% | 71.7% |
| Percent satisfied with school-home relations | 82.4% | 79.9% | 76.7% |

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 out of 17 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 | 0.3% | 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 | 1.1% | 0.0% | No |

Abbreviations for Missing Data

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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 | 378 | 99.5 | 12.2 | 27.1 | 30.5 | 30.2 | 69.8 | 70.8 | 65.9 | Yes | Yes |
| Male | 194 | 99.5 | 14.1 | 28.1 | 30.8 | 27 | 65.9 | 66.3 | 60.8 | N/A | N/A |
| Female | 184 | 99.5 | 10.2 | 26.1 | 30.1 | 33.5 | 73.9 | 75.6 | 71 | N/A | N/A |
| White | 321 | 99.4 | 11 | 25.3 | 30.8 | 32.8 | 73.1 | 72.9 | 77.5 | Yes | Yes |
| African American | 38 | 100 | 25.7 | 31.4 | 28.6 | 14.3 | 48.6 | 51.5 | 49.7 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 100 | 80.2 | I/S | I/S |
| Hispanic | 14 | 100 | 7.7 | 46.2 | 30.8 | 15.4 | 53.8 | 57.1 | 56.8 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 47 | 97.9 | 62.8 | 27.9 | 7 | 2.3 | 18.6 | 27 | 21.3 | No | Yes |
| 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 | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 59.3 | 47.3 | I/S | I/S |
| Subsidized meals | 163 | 98.8 | 23.2 | 34.4 | 24.5 | 17.9 | 51 | 55.5 | 51.5 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 378 | 99.5 | 12.5 | 29.4 | 27.7 | 30.5 | 67 | 68 | 62.3 | No | Yes |
| Male | 194 | 99.5 | 13 | 28.1 | 25.9 | 33 | 68.6 | 69.5 | 61.7 | N/A | N/A |
| Female | 184 | 99.5 | 11.9 | 30.7 | 29.5 | 27.8 | 65.3 | 66.4 | 63 | N/A | N/A |
| White | 321 | 99.4 | 11 | 27.3 | 27.6 | 34.1 | 70.1 | 70.3 | 75 | Yes | Yes |
| African American | 38 | 100 | 28.6 | 34.3 | 28.6 | 8.6 | 45.7 | 46 | 44 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 100 | 85.5 | I/S | I/S |
| Hispanic | 14 | 100 | 7.7 | 53.8 | 38.5 | 0 | 53.8 | 54.3 | 56.7 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | 62.5 | I/S | I/S |
| Disabled | 47 | 97.9 | 62.8 | 23.3 | 7 | 7 | 25.6 | 30.7 | 22.1 | No | Yes |
| 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 | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 59.3 | 52.6 | I/S | I/S |
| Subsidized meals | 163 | 98.8 | 22.5 | 41.7 | 22.5 | 13.2 | 48.3 | 52.7 | 48.1 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 379 | 94.2 | 55.2 | 19.3 | 9.5 | 16.0 | 25.5 | N/A | N/A | N/A | N/A |
| Male | 195 | 94.4 | 53.8 | 17.9 | 9.2 | 19.0 | 28.3 | N/A | N/A | N/A | N/A |
| Female | 184 | 94.0 | 56.6 | 20.8 | 9.8 | 12.7 | 22.5 | N/A | N/A | N/A | N/A |
| White | 322 | 94.1 | 52.1 | 19.1 | 10.6 | 18.2 | 28.7 | N/A | N/A | N/A | N/A |
| African American | 38 | 94.7 | 72.2 | 22.2 | 2.8 | 2.8 | 5.6 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 14 | 92.9 | 76.9 | 23.1 | 0.0 | 0.0 | 0.0 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 47 | 70.2 | 90.9 | 3.0 | 3.0 | 3.0 | 6.1 | 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 | 10 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 164 | 89.0 | 74.0 | 13.7 | 6.2 | 6.2 | 12.3 | 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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

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

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 416 | 99 | 11.4 | 29.6 | 27.3 | 31.6 | 70.1 | 68.6 | 61.8 |
| | 2010 | 378 | 99.5 | 12.2 | 27.1 | 30.5 | 30.2 | 69.8 | 70.8 | 65.9 |

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

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 416 | 99 | 13.2 | 29.4 | 25.4 | 32 | 68.8 | 67.6 | 62.7 |
| | 2010 | 378 | 99.5 | 12.5 | 29.4 | 27.7 | 30.5 | 67 | 68 | 62.3 |

* 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