

## Chesnee High

795 South Alabama Ave.  
Chesnee, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	689 Students	
<b>Principal</b>	Thomas E. Ezell	864-461-7318
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mr. Danny J. McDowell	864-578-0128

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Good	Good
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average

## 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	9	27	2	0

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	77.2	82.5	72.5	79.3	79.9	75.4
Passed 1 subtest (%)	11.7	10.2	17.6	11.6	11.0	13.0
Passed no subtests (%)	11.1	7.3	9.9	9.1	9.1	11.7

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	93.6%	93.8%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	164	254
Number of Diplomas	128	187
Rate	78.0%	75.1%

**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	76.5	73.3
English 1	57.4	62.3
Physical Science	49.7	51.6
US History and the Constitution	48.9	37.0
All Tests	56.6	55.1

\* 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=689)</b>				
Retention rate	8.5%	Up from 6.2%	4.3%	4.8%
Attendance rate	99.5%	Up from 96.8%	95.5%	95.5%
Eligible for gifted and talented	0.3%	Down from 2.9%	11.9%	9.2%
With disabilities other than speech	14.8%	Up from 14.4%	13.7%	12.6%
Older than usual for grade	6.1%	Down from 6.2%	8.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.2%
Enrolled in AP/IB programs	13.3%	Down from 14.6%	13.2%	13.2%
Successful on AP/IB exams	78.3%	Up from 76.3%	51.0%	55.6%
Eligible for LIFE Scholarship	31.2%	Up from 30.2%	30.5%	29.8%
Annual dropout rate	3.2%	Down from 5.0%	4.3%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.0%	3.0%
Enrollment in career/technology courses	415	Down from 471	515	523
Students participating in work-based experiences	94.9%	Up from 16.9%	16.6%	12.9%
Career/technology students attaining technical skills	89.3%	Up from 86.4%	78.9%	79.3%
Career/technology completers placed	100.0%	No Change	98.1%	98.8%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Up from 62.5%	58.6%	58.6%
Continuing contract teachers	81.6%	Up from 80.0%	76.8%	71.6%
Teachers with emergency or provisional certificates	2.8%	Down from 5.7%	5.8%	8.1%
Teachers returning from previous year	88.5%	Down from 89.6%	86.8%	85.0%
Teacher attendance rate	95.6%	Up from 94.2%	95.5%	95.5%
Average teacher salary*	\$48,460	Up 6.5%	\$47,988	\$47,761
Professional development days/teacher	10.0 days	Down from 11.0 days	12.5 days	10.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	30.0 to 1	Up from 29.6 to 1	27.1 to 1	26.1 to 1
Prime instructional time	93.8%	Up from 89.0%	89.7%	89.8%
Dollars spent per pupil**	\$7,641	Down 5.8%	\$7,763	\$7,883
Percent of expenditures for teacher salaries**	46.2%	Up from 44.4%	54.0%	54.1%
Percent of expenditures for instruction**	49.4%	Up from 48.7%	59.6%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	71.7%	Down from 72.7%	96.4%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	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	140	93.6%	680	56.6%	164	78.0%	No
<b>Gender</b>							
Male	72	91.7%	400	58.8%	83	73.5%	N/A
Female	68	95.6%	280	53.6%	81	82.7%	N/A
<b>Racial/Ethnic Group</b>							
White	116	97.4%	587	59.6%	136	81.6%	N/A
African American	16	68.8%	82	31.7%	20	55.0%	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
<b>Disability Status</b>							
Disabled	15	60.0%	106	25.5%	17	47.1%	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	12	83.3%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	65	87.7%	375	49.3%	77	70.1%	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

With each passing year at CHS, things continue to get better! Credit recovery, online test prep, and new strategies in the classroom allow CHS to excel in many areas. We are looking forward to having access to a literacy coach on a full-time basis in 2009-2010. Emphasis on reading and literacy in all areas has already increased our success rate across the curriculum. Once again, our graduating seniors were offered more "per dollar" scholarships than ever. This is a reflection of the rising percentage of our students who plan to pursue higher levels of education.

The Guidance Department and our Career Development Specialist presented career-cluster meetings again this year, and many of our students are actively pursuing information because of these meetings. This program will be continued and expanded. Our Guidance Department is also providing assistance to students in test-taking strategies for success on ACT, SAT, and PSAT. We are also adding new courses to our curriculum to include forensics, astronomy, media communications, music appreciation, music theory, sports medicine, college readiness, and survival French. We are also redesigning our curriculum to implement the High Schools that Work program to maximize student achievement and success on an academic, economic, and social level. As the economy changes, we must also change some of our approaches in preparing our students for the workforce and their future.

Once again, our Beta Club has won state recognition on a local and state level. Our athletic program has been expanded to include a wrestling team, and all teams competed in state playoffs, with our baseball team winning the region title and going to state playoffs. Palmetto Gold and Silver recognition was earned based on our improvement. These rewards were earned based on high levels of student academic achievement and for our efforts that resulted in exemplary improvement. Once again, our AYP (Annual Yearly Performance) ratings continued to climb.

As we start our new school year, we will also be growing physically. We will add one science teacher and two ROTC instructors to our staff. At the front of the building, a new wing will be added to house teacher and administrative offices. At the back of the main building, an auditorium, an ROTC facility, a chorus and a drama area, and new art accommodations will be added. While we still have some classrooms in outside buildings, we are making progress with our building situation.

Our challenges and goals remain the same: to make sure each student achieves success at Chesnee High School. We will continue efforts to lower our dropout rate. We need to increase our attendance rate and our exit-exam passing rate. These are areas that have shown improvement but still need our attention. As other schools in South Carolina, we are continuing to raise our educational standards and our performance by emphasizing the necessity of a solid high school education as our students enter the job market.

Thomas E. Ezell, Principal, Chesnee High School  
Melissa Andrews, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	0	0
Percent satisfied with learning environment	94.1%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	79.4%	N/R	N/R

\* 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 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

<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	2.7%	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	4.7%	0.0%	No

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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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	182	100	15.6	41.9	26.3	16.2	56.4	67.8	61.8	No	Yes
Male	93	100	22.8	39.1	28.3	9.8	50	64.2	57.4	N/A	N/A
Female	89	100	8	44.8	24.1	23	63.2	71.8	66.1	N/A	N/A
White	155	100	15.8	39.5	27	17.8	57.9	70.7	74.3	No	Yes
African American	23	100	13	56.5	21.7	8.7	47.8	56.3	44.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.9	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	23	100	50	45.5	0	4.5	4.5	13.2	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	54	38.5	I/S	I/S
Subsized meals	98	100	22.7	45.4	20.6	11.3	44.3	53	45.6	No	Yes

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

All Students	182	100	19.6	34.6	24	21.8	57	63.8	62.7	Yes	Yes
Male	93	100	19.6	37	18.5	25	54.3	64.2	61.8	N/A	N/A
Female	89	100	19.5	32.2	29.9	18.4	59.8	63.5	63.6	N/A	N/A
White	155	100	19.7	32.2	23.7	24.3	57.9	66.6	75.1	Yes	Yes
African American	23	100	17.4	47.8	26.1	8.7	52.2	56.3	45.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.9	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	47.2	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	23	100	59.1	36.4	0	4.5	9.1	13.2	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	52	52.3	I/S	I/S
Subsized meals	98	100	24.7	38.1	16.5	20.6	49.5	49.6	47.9	No	Yes

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

All Students	182	96.7	72.0	9.9	7.7	7.1	14.8	N/A	N/A	N/A	N/A
Male	93	95.7	66.7	11.8	7.5	9.7	17.2	N/A	N/A	N/A	N/A
Female	89	97.8	77.5	7.9	7.9	4.5	12.4	N/A	N/A	N/A	N/A
White	155	96.8	69.0	10.3	9.0	8.4	17.4	N/A	N/A	N/A	N/A
African American	23	100.0	91.3	8.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	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	23	87.0	82.6	N/A	N/A	4.3	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	98	95.9	77.6	7.1	5.1	6.1	11.2	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	177	100	8.7	27.3	33.1	30.8	72.1	76.3	69.7
	2009	182	100	15.6	41.9	26.3	16.2	56.4	67.8	61.8

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

All Students	2008	177	100	15.1	27.3	36.6	20.9	68.6	74.2	67.2
	2009	182	100	19.6	34.6	24	21.8	57	63.8	62.7

\* Adjusted to account for natural variation in performance.

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