



Eastside High

1300 Brushy Creek Road
Taylors, SC 29687

Grades	9-12 High School	
Enrollment	1,270 Students	
Principal	John Tharp	864-355-2810
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Good	Average
2007	Good	Below Average
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	0	5	1	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 (%)	84.0	85.2	83.2	87.8	91.6	83.2
Passed 1 subtest (%)	10.4	7.8	9.3	8.0	5.6	10.0
Passed no subtests (%)	5.6	7.0	7.6	4.7	4.1	6.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	94.8%	96.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	360	343
Number of Diplomas	275	266
Rate	76.4%	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	79.9	81.5
English 1	80.9	76.4
Physical Science	65.0	63.1
US History and the Constitution	65.4	53.7
All Tests	71.9	67.6

* 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=1,270)				
Retention rate	6.6%	Down from 9.6%	4.3%	4.8%
Attendance rate	96.8%	Up from 96.1%	96.3%	95.5%
Eligible for gifted and talented	12.4%	Up from 0.9%	19.0%	9.2%
With disabilities other than speech	8.8%	Down from 9.5%	9.1%	12.6%
Older than usual for grade	8.8%	Down from 9.0%	6.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.0%	1.2%	1.2%
Enrolled in AP/IB programs	36.6%	Down from 38.1%	34.5%	13.2%
Successful on AP/IB exams	68.0%	Up from 63.3%	61.1%	55.6%
Eligible for LIFE Scholarship	32.3%	Down from 41.2%	35.7%	29.8%
Annual dropout rate	3.7%	Up from 2.4%	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	3.0%
Enrollment in career/technology courses	577	Up from 528	746	523
Students participating in work-based experiences	4.6%	No Change	4.8%	12.9%
Career/technology students attaining technical skills	84.4%	Down from 87.8%	84.4%	79.3%
Career/technology completers placed	N/A	N/A	99.2%	98.8%
Teachers (n=70)				
Teachers with advanced degrees	65.7%	No Change	65.8%	58.6%
Continuing contract teachers	77.1%	Up from 64.3%	76.7%	71.6%
Teachers with emergency or provisional certificates	6.6%	Down from 10.9%	6.6%	8.1%
Teachers returning from previous year	78.8%	Down from 84.6%	85.8%	85.0%
Teacher attendance rate	95.4%	Up from 95.0%	95.6%	95.5%
Average teacher salary*	\$46,977	Up 2.8%	\$49,659	\$47,761
Professional development days/teacher	9.1 days	Down from 9.2 days	9.1 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	27.9 to 1	Up from 27.8 to 1	27.9 to 1	26.1 to 1
Prime instructional time	91.9%	Up from 90.5%	91.6%	89.8%
Dollars spent per pupil**	\$5,789	Up 4.1%	\$7,031	\$7,883
Percent of expenditures for teacher salaries**	59.1%	Down from 59.7%	58.3%	54.1%
Percent of expenditures for instruction**	62.3%	Down from 62.5%	62.2%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 100.0%	96.7%	95.8%
Character development program	Average	No Change	Average	Good
Modern language program assessment	Excellent	N/A	Below Average	Average
Classical language program assessment	Good	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

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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	290	94.8%	1065	71.9%	360	76.4%	No
Gender							
Male	146	92.5%	521	73.3%	181	69.6%	N/A
Female	144	97.2%	544	70.6%	179	83.2%	N/A
Racial/Ethnic Group							
White	215	96.3%	721	83.5%	253	82.6%	N/A
African American	45	91.1%	188	50.0%	57	59.6%	N/A
Asian/Pacific Islander	N/A	N/A	23	73.9%	N/A	N/A	N/A
Hispanic	22	86.4%	122	39.3%	41	56.1%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	27	70.4%	68	41.2%	32	43.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	28	89.3%	91	35.2%	40	60.0%	N/A
Socio-Economic Status							
Subsidized meals	50	86.0%	303	52.1%	75	53.3%	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

Eastside High School maintains its standing as a top comprehensive high school in the country. Our students excel academically, athletically, and in the arts. Our main thrust is to improve student academic performance by emphasizing our three priority areas: diversify teaching strategies, encourage a climate of inclusiveness, and increase achievement.

Our teachers aim to diversify teaching strategies, our school encourages a climate of inclusiveness, and we try hard to increase the achievement of all students. In striving to diversify teaching methods, we employ staff development centered on an inquiry-based instructional approach. Our elected leadership team and teacher-led action teams work to improve school climate, and they also examine school data in a continuous effort to improve academic achievement.

Students were involved in numerous endeavors this year and received awards. Our 2009 graduates earned over \$7 million in scholarships to higher education. The class includes four Presidential scholar candidates, two Presidential semi-finalists, two national merit semi-finalists, seven Sistine scholars, twenty Palmetto fellows, the highest ACT score in school history, and the Greenville County Schools student of the year. Boys Soccer was 2nd in the state, Boys Golf won the state, and Wrestling won its 6th straight state title.

Our students raised an incredible \$224,579.59 during Spirit Week for Praeder Willi Syndrome. Every dollar raised went directly to the charity. All funds were raised through student-led activities in one week.

Eastside teachers work with the Carnegie Foundation to enhance productive teaching in mathematics. They use the Bridge to Algebra and Cognitive Tutor to help students who have math skill deficiencies. Spanish instruction includes a cooperative effort between teachers and the Rosetta Stone Language Learning software—to advance the development of second language acquisition. Social Studies teachers use Jackdaw primary source documents and an inquiry-based approach to instruction to make history relevant for each student. Science teachers utilize our state of the art lab facilities to provide students with hands-on learning, and our English department’s inclusion of non-fiction reading offers students a new lens to view the world. Over half of all teachers incorporate significant inquiry-based instructional plans into the daily classroom instruction.

The 2009-2010 school year promises new and exciting progress. With the aid of Promethean boards, additional computer labs, and a strong cadre of teachers, Eastside High sits well positioned to gain further accolades for high student achievement and success.

Dr. John Tharp, Principal
Julie Jensen, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	70	272	108
Percent satisfied with learning environment	91.4%	83.5%	84.9%
Percent satisfied with social and physical environment	87.1%	85.6%	79.0%
Percent satisfied with school-home relations	98.6%	91.9%	75.2%

* 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 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	298	97.3	7.5	24.2	29.5	38.8	75.8	66.9	61.8	Yes	Yes
Male	156	97.4	10.3	26.7	26	37	69.9	62.9	57.4	N/A	N/A
Female	142	97.2	4.4	21.5	33.3	40.7	82.2	70.9	66.1	N/A	N/A
White	216	96.8	2	17.6	32.2	48.3	87.3	79	74.3	Yes	Yes
African American	46	100	32.6	39.5	16.3	11.6	37.2	42.9	44.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	31	96.8	10.7	42.9	28.6	17.9	53.6	52.3	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	28	96.4	47.8	34.8	17.4	0	26.1	21.3	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	17	100	13.6	59.1	18.2	9.1	40.9	44.3	38.5	I/S	I/S
Subsized meals	69	94.2	21.3	39.3	31.1	8.2	50.8	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	298	97.3	15	20	26.1	38.9	75.4	64.7	62.7	Yes	Yes
Male	156	97.4	15.9	21.4	19.3	43.4	75.2	64.5	61.8	N/A	N/A
Female	142	97.2	14.1	18.5	33.3	34.1	75.6	64.9	63.6	N/A	N/A
White	216	97.2	6.8	20	25.4	47.8	83.9	75.5	75.1	Yes	Yes
African American	46	97.8	52.4	16.7	23.8	7.1	42.9	39.8	45.1	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	31	96.8	21.4	25	25	28.6	60.7	59.4	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	28	96.4	65.2	8.7	13	13	34.8	20.7	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	17	100	27.3	22.7	40.9	9.1	54.5	56.1	52.3	I/S	I/S
Subsized meals	69	95.7	32.8	26.2	27.9	13.1	52.5	45.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	298	91.6	40.6	19.5	13.4	18.1	31.5	N/A	N/A	N/A	N/A
Male	156	89.7	37.8	17.3	12.2	22.4	34.6	N/A	N/A	N/A	N/A
Female	142	93.7	43.7	21.8	14.8	13.4	28.2	N/A	N/A	N/A	N/A
White	216	94.0	34.3	22.7	14.8	22.2	37.0	N/A	N/A	N/A	N/A
African American	46	78.3	58.7	10.9	2.2	6.5	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	31	93.5	54.8	12.9	16.1	9.7	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	28	64.3	50.0	7.1	3.6	3.6	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	23	100.0	69.6	8.7	17.4	4.3	I/S	N/A	N/A	N/A	N/A
Subsized meals	69	82.6	55.1	14.5	7.2	5.8	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	277	98.6	7.5	15.4	36.5	40.6	85	75.2	69.7
	2009	298	97.3	7.5	24.2	29.5	38.8	75.8	66.9	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	277	96.8	11.8	19.8	30.9	37.4	77.5	67.4	67.2
	2009	298	97.3	15	20	26.1	38.9	75.4	64.7	62.7

* Adjusted to account for natural variation in performance.

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