



## Easley High

PO Box 129  
Easley, SC 29641

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,661 Students	
<b>Principal</b>	Dr. Danny Merck	864-855-8180
<b>Superintendent</b>	Dr. Henry Hunt	864-855-8150
<b>Board Chair</b>	Jim Shelton	864-836-8465

# 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>Good</b>
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	At-Risk
2005	Excellent	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
2	9	15	0	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 (%)	85.2	84.7	81.4	81.0	84.3	79.0
Passed 1 subtest (%)	7.9	8.2	9.7	11.1	9.0	11.8
Passed no subtests (%)	6.9	7.1	9.0	7.8	6.7	9.2

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	96.0%	95.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	378	430
Number of Diplomas	259	326
Rate	68.5%	75.9%

**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	79.3	73.8
English 1	59.5	68.1
Physical Science	58.8	60.8
US History and the Constitution	43.6	50.8
All Tests	59.3	62.4

\* 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=1,661)</b>				
Retention rate	6.2%	Down from 6.9%	4.5%	4.8%
Attendance rate	92.0%	Down from 92.3%	95.6%	95.5%
Eligible for gifted and talented	10.0%	Down from 15.0%	13.1%	9.2%
With disabilities other than speech	11.8%	Up from 11.7%	10.8%	12.6%
Older than usual for grade	7.6%	Up from 6.6%	6.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 1.9%	1.3%	1.2%
Enrolled in AP/IB programs	19.6%	Down from 21.4%	18.1%	13.2%
Successful on AP/IB exams	65.4%	Down from 66.8%	65.9%	55.6%
Eligible for LIFE Scholarship	37.2%	Up from 33.6%	32.5%	29.8%
Annual dropout rate	6.5%	No Change	3.6%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.6%	3.0%
Enrollment in career/technology courses	963	Down from 1057	932	523
Students participating in work-based experiences	1.8%	Down from 4.0%	11.9%	12.9%
Career/technology students attaining technical skills	82.0%	Up from 74.0%	77.4%	79.3%
Career/technology completers placed	100.0%	No Change	99.6%	98.8%
<b>Teachers (n=90)</b>				
Teachers with advanced degrees	62.2%	Down from 65.2%	60.0%	58.6%
Continuing contract teachers	76.7%	Down from 79.8%	73.7%	71.6%
Teachers with emergency or provisional certificates	5.1%	Up from 3.8%	6.9%	8.1%
Teachers returning from previous year	87.6%	Down from 88.9%	86.3%	85.0%
Teacher attendance rate	96.7%	Up from 95.3%	95.5%	95.5%
Average teacher salary*	\$44,866	Down 2.3%	\$47,923	\$47,761
Professional development days/teacher	6.5 days	Down from 11.0 days	10.4 days	10.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio in core subjects	32.4 to 1	Up from 28.9 to 1	28.2 to 1	26.1 to 1
Prime instructional time	87.9%	Up from 86.4%	89.9%	89.8%
Dollars spent per pupil**	\$6,105	Up 0.9%	\$6,538	\$7,883
Percent of expenditures for teacher salaries**	53.1%	Down from 53.4%	56.4%	54.1%
Percent of expenditures for instruction**	56.3%	Down from 58.6%	62.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.2%	Up from 73.5%	97.7%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	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

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	325	96.0%	1399	59.3%	378	68.5%	No
<b>Gender</b>							
Male	151	95.4%	716	61.2%	184	60.9%	N/A
Female	174	96.6%	683	57.4%	194	75.8%	N/A
<b>Racial/Ethnic Group</b>							
White	269	97.0%	1166	62.2%	311	69.8%	N/A
African American	45	93.3%	153	40.5%	50	66.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	60	51.7%	14	64.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	29	65.5%	147	29.9%	31	48.4%	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	42	45.2%	10	50.0%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	87	90.8%	590	48.6%	103	51.5%	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

"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." The Easley High School faculty and staff are committed to this school mission statement and promote education as the key to future successes for their 1,669 students in grades 9 through 12. Special programs include 12 advanced placement courses with 136 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; a leadership program; Teacher Cadet, which earns college credit, and Teaching Assistant programs; and a nationally ranked NJROTC Unit which was named Distinguished Unit with Academic Honors for the past 15 consecutive years.

With SAT and HSAP scores above the state medium, EHS had 92 honor graduates, 22 Palmetto Fellows, 102 Life Scholars, and 10 students who received the South Carolina Academic Honors Diploma. 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. EHS offers many extra-curricular opportunities for students and strongly believes that involvement in school activities promotes academic success. Four active booster clubs support the efforts of athletics, band, NJROTC, and strings programs. A strong School Improvement Council has worked to enhance opportunities at EHS and support the EEDA.

Of our outstanding faculty, 66 have advanced degrees, 4 are National Board certified, 2 are consultants for the College Board, 8 have been honored as District Teacher of the Year and several have received the Golden Apple Award. The EHS faculty has worked diligently to align the EHS curriculum to state and national standards while providing students with the opportunity to grow as good citizens. "Character First, Then Scholarship" is an important school motto for EHS faculty and students.

Macario Acosta, Chairman, EHS School Improvement Council

Betty F. Garrison, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	82	299	15
Percent satisfied with learning environment	95.1%	58.2%	73.3%
Percent satisfied with social and physical environment	91.5%	68.9%	53.3%
Percent satisfied with school-home relations	74.1%	76.8%	66.7%

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

## 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 Adequate Yearly Progress

NO

This school met 15 out of 21 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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.1%	0.0%	No

## Abbreviations for Missing Data

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

## 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	416	99	11.4	29.6	27.3	31.6	70.1	68.6	61.8	Yes	Yes
Male	209	99.5	14.9	32	26.3	26.8	66	64.9	57.4	N/A	N/A
Female	207	98.6	8	27.4	28.4	36.3	74.1	72	66.1	N/A	N/A
White	340	98.8	9.8	26.3	27.8	36.1	74.3	71.2	74.3	Yes	Yes
African American	54	100	20.4	44.9	20.4	14.3	46.9	46.5	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.8	77.4	I/S	I/S
Hispanic	19	100	17.6	52.9	29.4	0	52.9	52.8	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	51	98	45.8	41.7	8.3	4.2	22.9	26	19.4	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	11	100	20	40	33.3	6.7	60	58.6	38.5	I/S	I/S
Subsized meals	156	98.1	21.7	42	24.5	11.9	54.5	51.3	45.6	No	Yes

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

All Students	416	99	13.2	29.4	25.4	32	68.8	67.6	62.7	Yes	Yes
Male	209	99.5	15.5	28.4	23.7	32.5	68	64.3	61.8	N/A	N/A
Female	207	98.6	11	30.5	27	31.5	69.5	70.5	63.6	N/A	N/A
White	340	99.1	11	26	26	37	72.2	69.6	75.1	Yes	Yes
African American	54	98.1	27.1	47.9	20.8	4.2	47.9	47	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.9	83.8	I/S	I/S
Hispanic	19	100	17.6	47.1	17.6	17.6	58.8	58.3	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	51	98	58.3	29.2	6.3	6.3	20.8	24.7	21.8	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	11	100	13.3	40	13.3	33.3	60	62.1	52.3	I/S	I/S
Subsized meals	156	98.1	21.1	35.2	32.4	11.3	56.3	51.4	47.9	No	Yes

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

All Students	416	93.0	51.9	14.7	13.5	13.0	26.4	N/A	N/A	N/A	N/A
Male	209	90.4	52.2	12.4	9.1	16.7	25.8	N/A	N/A	N/A	N/A
Female	207	95.7	51.7	16.9	17.9	9.2	27.1	N/A	N/A	N/A	N/A
White	340	94.1	47.6	15.9	15.6	15.0	30.6	N/A	N/A	N/A	N/A
African American	54	94.4	77.8	9.3	5.6	1.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	19	78.9	63.2	5.3	N/A	10.5	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	51	70.6	60.8	2.0	3.9	3.9	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	15	86.7	60.0	6.7	6.7	13.3	I/S	N/A	N/A	N/A	N/A
Subsized meals	156	87.2	63.5	14.7	4.5	4.5	9.0	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	2008	467	100	9.6	23.6	35.6	31.2	76.4	78.6	69.7
	2009	416	99	11.4	29.6	27.3	31.6	70.1	68.6	61.8

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

All Students	2008	467	99.8	11.8	23.2	37.3	27.7	73.4	73.9	67.2
	2009	416	99	13.2	29.4	25.4	32	68.8	67.6	62.7

\* 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