

CHESNEE HIGH

795 South Alabama Ave.
Chesnee, South Carolina

Grades	9-12 High School	
Enrollment	641 Students	
Principal	Thomas E. Ezell	864-461-7318
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	12	22	1	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 (%)	82.5%	72.5%	75.8%	79.9%	75.4%	77.8%
Passed 1 subtest (%)	10.2%	17.6%	12.7%	11.0%	13.0%	11.5%
Passed no subtests (%)	7.3%	9.9%	11.5%	9.1%	11.7%	10.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	90.7%	89.9%

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	164	171	254	274
Number of Graduates in Cohort	128	136	187	194
Rate	78.0%	79.5%	75.1%	71.4%

*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	79.2%	75.8%
English 1	63.5%	67.6%
Physical Science	59.2%	56.8%
US History and the Constitution	41.2%	42.6%
All Tests	61.5%	60.5%

* 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=641)				
Retention rate	7.8%	Down from 8.5%	3.7%	3.7%
Attendance rate	94.9%	Down from 99.5%	95.3%	95.4%
Eligible for gifted and talented	10.0%	Up from 0.3%	12.2%	12.4%
With disabilities other than speech	13.9%	Down from 14.8%	13.1%	12.8%
Older than usual for grade	7.5%	Up from 6.1%	9.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.0%	1.1%
Enrolled in AP/IB programs	16.8%	Up from 13.3%	13.1%	13.1%
Successful on AP/IB exams	53.6%	Down from 78.3%	46.0%	50.4%
Eligible for LIFE Scholarship	31.7%	Up from 31.2%	30.9%	30.4%
Annual dropout rate	2.9%	Down from 3.2%	3.7%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	1.5%	2.2%
Enrollment in career/technology courses	294	Down from 415	421	424
Students participating in work-based experiences	67.1%	Down from 94.9%	13.3%	11.7%
Career/technology students attaining technical skills	90.0%	Up from 89.3%	77.2%	78.7%
Career/technology completers placed	100.0%	No Change	97.6%	98.5%
Teachers (n=41)				
Teachers with advanced degrees	68.3%	Up from 63.2%	59.4%	60.4%
Continuing contract teachers	80.5%	Down from 81.6%	79.5%	76.6%
Teachers with emergency or provisional certificates	2.7%	Down from 2.8%	6.3%	6.5%
Teachers returning from previous year	93.3%	Up from 88.5%	87.6%	86.8%
Teacher attendance rate	94.2%	Down from 95.6%	95.5%	95.8%
Average teacher salary*	$49,766	Up 2.7%	$47,151	$47,390
Professional development days/teacher	9.8 days	Down from 10.0 days	11.1 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.3	4.0
Student-teacher ratio in core subjects	26.1 to 1	Down from 30.0 to 1	27.1 to 1	25.8 to 1
Prime instructional time	88.0%	Down from 93.8%	89.2%	90.1%
Dollars spent per pupil**	$7,971	Up 4.3%	$7,672	$7,974
Percent of expenditures for teacher salaries**	47.5%	Up from 46.2%	54.3%	55.4%
Percent of expenditures for instruction**	51.7%	Up from 49.4%	59.3%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.6%	Up from 71.7%	95.6%	96.0%
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	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	150	90.7%	641	61.5%	171	79.5%	No
Gender							
Male	85	89.4%	340	58.8%	96	81.3%	N/A
Female	65	92.3%	300	64.3%	75	77.3%	N/A
Racial/Ethnic Group							
White	125	91.2%	546	62.6%	144	78.5%	N/A
African American	20	85.0%	74	52.7%	21	85.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	64.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	63.2%	73	32.9%	20	60.0%	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	23	69.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	61	86.9%	399	55.9%	73	65.8%	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

The best way to describe the 2009-2010 year at CHS is: "OUTSTANDING." We have had so many more positives than negatives and we owe that to our students, our teachers, our parents, and our community. When we all work together, we can achieve. Emphasis on reading and literacy in all areas has already increased our success rate across the curriculum. Having a literacy coach to work with teachers and students has made a major difference in addressing different teaching strategies.
The Guidance Department and our Career Development Specialist will be continuing the career cluster meetings again this year. Many of our students are actively pursuing information and careers because of these meetings. This program will be expanded. Our Guidance Department is also assisting students in test-taking strategies for success on ACT, SAT, and PSAT. We will continue to offer College Readiness for students planning to attend college. We are moving forward with our implementation of the High Schools that Work program to maximize student achievement and success on an academic, economic, and social level. As the economy continues to change, we must also change some of our approaches in preparing our students for the workforce and their future. We will be offering a new course in Financial Basics and Management to offer students the opportunity to learn sound financial management strategies.

Once again, our Beta Club has won state recognition on a local and state level. We are proud to say that our State Beta Club president is a Chesnee High School student. In athletics for the 2009-2010 year, we have an individual state champion in wrestling and track, a state championship team in track, and a state championship team in baseball. We also have our highest percentage of scholar athletes (those maintaining a 3.5 or better).

We are finished with construction for the time being. The new wing, auditorium, and teacher work areas have already made a big difference. We have also expanded the nurse's area to include an isolation area and the guidance area to accommodate testing, counseling, and computer access. While we still have some classrooms in outside buildings, we are making progress with physical problems in our building situation.

Our challenges and goals remain the same; to make sure each student achieves success at Chesnee High School and to make sure each student is prepared to become a contributing part of society. We will continue efforts to lower our dropout rate and we need to increase our attendance rate. These are areas that have shown improvement but still need our attention. We need students, parents, and guardians to realize the importance of being in school every day. Our EOC (end of course) scores were exceptionally good this year. This means we are on the right track with our programs. We are continuing to raise our educational standards and our performance by emphasizing the necessity of a solid high school education.

Thomas E. Ezell, Principal, Chesnee High School

Melissa Andrews, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	113	17
Percent satisfied with learning environment	95.0%	82.3%	94.1%
Percent satisfied with social and physical environment	97.4%	88.4%	93.8%
Percent satisfied with school-home relations	79.5%	89.2%	93.8%

* 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 7 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	2.7%	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

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CHESNEE HIGH 03/24/11-4202013

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	158	99.4	15.8	37.7	25.3	21.2	56.8	67.2	65.9	No	Yes
Male	95	98.9	20.7	33.3	21.8	24.1	56.3	65.4	60.8	N/A	N/A
Female	63	100	8.5	44.1	30.5	16.9	57.6	69.3	71	N/A	N/A
White	136	99.3	14.8	35.9	27.3	21.9	59.4	71.5	77.5	No	Yes
African American	19	100	26.7	53.3	13.3	6.7	33.3	49.5	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.5	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	24	100	40.9	45.5	4.5	9.1	18.2	13.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	44.7	47.3	I/S	I/S
Subsidized meals	98	100	21.1	38.9	24.4	15.6	51.1	55	51.5	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	158	99.4	19.9	29.5	28.8	21.9	60.3	64.3	62.3	No	Yes
Male	95	98.9	18.4	28.7	29.9	23	62.1	63	61.7	N/A	N/A
Female	63	100	22	30.5	27.1	20.3	57.6	66	63	N/A	N/A
White	136	99.3	18.8	30.5	27.3	23.4	60.9	69.2	75	No	Yes
African American	19	100	33.3	20	40	6.7	46.7	38.9	44	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.5	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	24	100	50	40.9	4.5	4.5	22.7	21.3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	57.9	52.6	I/S	I/S
Subsidized meals	98	100	22.2	33.3	28.9	15.6	52.2	52.8	48.1	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	158	94.9	67.3	20.7	5.3	6.7	12.0	N/A	N/A	N/A	N/A
Male	95	93.7	59.6	23.6	6.7	10.1	16.9	N/A	N/A	N/A	N/A
Female	63	96.8	78.7	16.4	3.3	1.6	4.9	N/A	N/A	N/A	N/A
White	136	95.6	64.6	22.3	6.2	6.9	13.1	N/A	N/A	N/A	N/A
African American	19	94.7	94.4	5.6	0.0	0.0	0.0	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	2	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	24	87.5	85.7	14.3	0.0	0.0	0.0	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	98	98.0	75.0	16.7	3.1	5.2	8.3	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

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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	2009	182	100	15.6	41.9	26.3	16.2	56.4	67.8	61.8
	2010	158	99.4	15.8	37.7	25.3	21.2	56.8	67.2	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	182	100	19.6	34.6	24	21.8	57	63.8	62.7
	2010	158	99.4	19.9	29.5	28.8	21.9	60.3	64.3	62.3

* Adjusted to account for natural variation in performance.

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