



Chesnee High School

715 South Alabama Ave
Chesnee, SC 29323

Grades	9-12 High School	
Enrollment	632 Students	
Principal	Thomas E. Ezell	864-461-7318
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Joyce M. Wright	864-706-7973

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Average	Below Average
2009	Average	At-Risk
2008	Good	Good

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 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
13	16	11	0	5

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	75.8%	85.1%	83.9%	77.8%	76.5%	76.9%
Passed 1 subtest (%)	12.7%	7.8%	7.7%	11.5%	13.7%	14.5%
Passed no subtests (%)	11.5%	7.1%	8.4%	10.9%	10.4%	11.0%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	92.0%	89.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	176	147	277	273
Number of Graduates in Cohort	136	118	191	183
Rate	77.3%	80.3%	72.7%	72.3%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	171	173	271	271
Number of Graduates in Cohort	136	143	193	190
Rate	79.5%	82.7%	70.6%	74.1%

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	86.9%	74.9%
English 1	78.1%	65.1%
Biology 1/Applied Biology 2	84.6%	75.3%
US History and the Constitution	59.4%	47.1%
All Tests	77.3%	65.2%

* 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=632)				
Retention rate	4.9%	Down from 5.0%	3.3%	3.0%
Attendance rate	95.9%	Down from 98.8%	95.7%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.9%
Enrolled in AP/IB programs	37.6%	Up from 32.3%	10.9%	13.4%
Successful on AP/IB exams	43.7%	Down from 52.7%	46.0%	50.9%
Eligible for LIFE Scholarship	30.0%	Down from 33.6%	30.0%	30.1%
Annual dropout rate	2.8%	Up from 2.3%	2.7%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	2.9%	2.7%
Enrollment in career/technology courses	285	Down from 292	422	395
Students participating in work-based experiences	23.3%	Down from 96.2%	10.3%	7.4%
Career/technology students attaining technical skills	93.3%	Up from 93.2%	82.9%	84.0%
Career/technology completers placed	N/A	N/A	97.8%	98.4%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Down from 68.3%	59.4%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.1%	Down from 93.2%	87.3%	86.6%
Teacher attendance rate	95.0%	Down from 96.3%	95.7%	95.2%
Average teacher salary*	\$49,100	Up 3.8%	\$46,652	\$47,326
Professional development days/teacher	8.6 days	Down from 10.5 days	11.0 days	9.7 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Down from 26.0 to 1	27.4 to 1	27.1 to 1
Prime instructional time	90.3%	Down from 93.8%	89.7%	89.4%
Dollars spent per pupil**	\$8,622	Down 10.6%	\$7,581	\$7,708
Percent of expenditures for teacher salaries**	53.9%	Up from 51.2%	57.3%	57.1%
Percent of expenditures for instruction**	55.0%	Up from 52.4%	60.4%	59.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.9%	Up from 86.6%	98.2%	97.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	137	92.0%	568	77.3%	147	80.3%
Gender						
Male	85	89.4%	307	77.2%	88	80.7%
Female	52	96.2%	261	77.4%	59	79.7%
Racial/Ethnic Group						
White	122	92.6%	487	78.9%	131	80.2%
African American	13	84.6%	63	68.3%	13	84.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	73.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	20	65.0%	50	44.0%	23	47.8%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	19	68.4%	N/A	N/A
Socio-Economic Status						
Subsidized meals	83	90.4%	339	72.3%	88	75.0%

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

We have had another successful and exciting year at CHS. Our teachers, students, parents, and community have all worked together to make this year a resounding success. Emphasis on reading and literacy in all areas has already increased our success rate across the curriculum. Our faculty participated in two book studies in an effort to continue to improve their instructional practices. 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 continue the career cluster meetings again this year. Many of our students are actively pursuing information and careers as a result of these meetings. We will also expand this program to include more career representatives.

Our Guidance Department is also assisting students in test-taking strategies for success on ACT, SAT, and PSAT. We offer after school sessions to aid in completing scholarship applications, a college application day for all seniors, as well as a financial aid workshop for students and parents.

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 continue to offer a course in Financial Basics and Management giving students the opportunity to learn sound financial management strategies.

Once again, our Beta Club has won state recognition on a state and national level. We are proud to say that our State Beta Club President is a Chesnee High School student.

We have completed our construction for the time being. However plans are being made to add an auxiliary gym and a ninth grade wing of classrooms as well as to expand our cafeteria. While we still have some classrooms in outside buildings, we are working to make progress to accommodate all students. Due to overwhelming need for additional parking, we have an additional parking lot to the side of the main entrance of the school.

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 as well as to increase our graduation rate. We want all our students to complete their course work and to graduate on time. We need students, along with their parents and guardians to realize the importance of being in school every day and of working toward the goal of receiving a high school diploma.

Our EOC (end of course) scores were exceptionally good again 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	46	94	6
Percent satisfied with learning environment	97.8%	83.9%	I/S
Percent satisfied with social and physical environment	100.0%	90.4%	I/S
Percent satisfied with school-home relations	87.0%	89.4%	I/S

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.7
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Chesnee High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	233	236	79	71	100.0	100.0	77.3
Male	230	235	80	73	100.0	100.0	72.2
Female	237	237	79	68	100.0	100.0	83.5
White	233	237	80	72	100.0	100.0	75.8
African American	N/A	N/A	N/A	N/A	N/A	N/A	87.5
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
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	50.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	229	231	76	69	100.0	100.0	71.3
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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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*
English/Language Arts								
All Students	2011	156	98.7	8.6	28.5	30.5	32.5	70.2
	2012	156	100.0	11.3	20.7	44.0	24.0	78.7
Mathematics								
All Students	2011	156	98.7	13.9	20.5	39.7	25.8	72.8
	2012	156	100.0	12.7	16.7	33.3	37.3	76.0

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