



## Union High

1163 Lakeside Drive  
Union, SC 29379

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,289 Students	
<b>Principal</b>	Joe Walker	864-429-1750
<b>Superintendent</b>	Dr. David L. Eubanks	864-429-1740
<b>Board Chair</b>	Mrs. Betty J. McMorris	864-427-4149

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Excellent	Good
2004	Good	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	10	23	2	0

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	69.2	72.2	73.4	73.5	75.3	78.4
Passed 1 subtest (%)	15.8	15.8	14.1	12.3	14.0	11.6
Passed no subtests (%)	15.0	12.0	12.5	14.2	11.0	10.1

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.8%	93.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	284	216
Number of Diplomas	208	162
Rate	73.2%	76.0%

**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	71.9	68.9
English 1	44.4	57.7
Physical Science	38.6	48.4
All Tests	52.0	57.9

\* 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=1,289)</b>				
Retention rate	4.5%	Down from 5.5%	6.6%	6.1%
Attendance rate	91.9%	Down from 92.9%	94.8%	95.0%
Eligible for gifted and talented	19.7%	Up from 15.3%	9.5%	8.3%
With disabilities other than speech	16.5%	Up from 16.0%	13.9%	13.0%
Older than usual for grade	7.5%	Up from 5.3%	9.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.6%	Up from 5.0%	1.4%	1.5%
Enrolled in AP/IB programs	5.1%	Down from 10.6%	9.1%	11.4%
Successful on AP/IB exams	30.3%	N/A	42.7%	54.3%
Eligible for LIFE Scholarship	7.5%	Down from 28.6%	30.1%	30.5%
Annual dropout rate	0.7%	Down from 2.5%	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	Down from 0.3%	3.9%	3.1%
Enrollment in career/technology courses	694	Up from 26	541	559
Students participating in work-based experiences	48.5%	Up from 45.5%	17.5%	10.6%
Career/technology students attaining technical skills	84.2%	Down from 84.6%	78.8%	79.6%
Career/technology completers placed	100.0%	No Change	97.0%	98.5%
<b>Teachers (n=68)</b>				
Teachers with advanced degrees	50.0%	Down from 56.9%	53.2%	57.4%
Continuing contract teachers	60.3%	Down from 65.5%	72.6%	69.6%
Teachers with emergency or provisional certificates	12.1%	Up from 8.0%	8.5%	8.7%
Teachers returning from previous year	74.4%	Down from 79.2%	85.6%	85.0%
Teacher attendance rate	93.1%	Up from 88.1%	95.1%	95.4%
Average teacher salary	\$46,024	Up 2.6%	\$46,149	\$46,061
Professional development days/teacher	10.9 days	Down from 13.2 days	13.4 days	11.4 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	28.5 to 1	Down from 30.6 to 1	26.1 to 1	25.4 to 1
Prime instructional time	83.1%	Up from 78.1%	88.1%	89.1%
Dollars spent per pupil*	\$5,221	Up 10.0%	\$7,544	\$7,279
Percent of expenditures for teacher salaries*	57.9%	Down from 59.7%	56.5%	55.3%
Percent of expenditures for instruction*	62.0%	Down from 63.7%	60.9%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	76.8%	Down from 100.0%	93.3%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	209	93.8%	831	52.0%	284	73.2%	No
<b>Gender</b>							
Male	92	93.5%	447	53.5%	146	70.5%	N/A
Female	117	94.0%	381	50.4%	138	76.1%	N/A
<b>Racial/Ethnic Group</b>							
White	129	98.4%	451	59.2%	172	76.7%	N/A
African American	80	86.3%	346	42.8%	112	67.9%	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	22	59.1%	145	29.7%	39	43.6%	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	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	97	86.6%	517	47.6%	143	58.7%	N/A

\* 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

Union County High School had a great year and lived our theme of "First Year, First Impression, and First Class" each day. We were extremely proud of our students and of all their accomplishments this year. We felt support from our School Board, District Office and community all year. Our Senior Class earned scholarships in all areas of our school program totaling over \$2,239,169.00. Drama produced two more extraordinary plays. Our band performed extremely well at Disney World this past spring and our Army JROTC Unit maintained their "Honor of Distinction" status. We had a contingent of 12 students to attend Boys and Girls State. We provided incentives for our students for exceptional attendance, no tardies, and academic progress. 76 juniors participated in our SAT tutorial class and all of our tenth graders took the PLAN test.

We initiated a Ninth Grade Academy with a ninth grade principal, counselor, and administrative assistant committed to enhancing the first year of high school for our ninth graders. Orientation went well in the fall and our teamwork with teachers and students went exceptionally well. Our ninth grade staff and all counselors along with our parents did a great job with Individualized Graduation Plans this spring. With small group counseling, extra efforts were made to improve the overall experience in high school for our ninth graders.

We hired a full-time Career Development Facilitator this year. She has increased career awareness, coordinated our Career Quest trip and organized our Ed-Op day for over 225 seniors to meet with colleges and universities in Spartanburg. She worked closely with our ninth graders and has coordinated the work with middle school CDF's. Our guidance department had a great year and met with a consultant to improve and enhance their services to our students and community.

We continue to work on our pacing guides and benchmark testing program for all core courses. Our focus this year will be on academy time for improving and enhancing all learning opportunities at UCHS. We will also develop small learning communities to assist in improving our teaching and student learning. We seek to improve our graduation rate and continue to increase our End-of-Course and HSAP scores for all students. Our goal is to provide an outstanding education to our students through teaching excellence and enhanced learning opportunities at Union County High School.

Joe Walker. Principal  
Debra Lane-SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	235	122
Percent satisfied with learning environment	81.8%	73.1%	75.2%
Percent satisfied with social and physical environment	89.6%	72.2%	70.2%
Percent satisfied with school-home relations	60.6%	83.3%	73.8%

\* 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 14 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. Sanction: Implement the restructuring plan.
<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 School</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	5.7%	0.0%	No

Abbreviations for Missing Data

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	324	98.1	16	40.2	30.1	13.7	55.9	55.9	69.7	Yes	Yes
Male	169	97	24.1	38.6	27.2	10.1	50	50	64.6	N/A	N/A
Female	155	99.4	7.4	41.9	33.1	17.6	62.2	62.2	74.8	N/A	N/A
White	181	97.8	10	33.5	35.9	20.6	67.6	67.6	81.7	Yes	Yes
African American	141	98.6	23.1	48.5	23.1	5.2	41	41	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	1	I/S	59.7	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	56	98.2	52.8	47.2	0	0	5.7	5.7	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	2	I/S	47.3	I/S	I/S						
Subsized meals	185	98.9	24.4	44.9	23.3	7.4	42.6	42.6	55.1	No	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	323	98.5	20.9	33.3	33	12.7	58.8	58.8	67.2	Yes	Yes
Male	168	97.6	26.6	30.4	31	12	53.2	53.2	66.3	N/A	N/A
Female	155	99.4	14.9	36.5	35.1	13.5	64.9	64.9	68	N/A	N/A
White	180	97.8	14.2	29.6	39.6	16.6	68.6	68.6	79.6	Yes	Yes
African American	141	99.3	29.6	37.8	24.4	8.1	46.7	46.7	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	1	I/S	60	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	56	98.2	69.8	20.8	9.4	0	11.3	11.3	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	2	I/S	54.9	I/S	I/S						
Subsized meals	184	100	29.9	36.2	26.6	7.3	46.3	46.3	53.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	289	92.7	70.6	13.5	5.2	3.5	8.7	N/A	N/A	N/A	N/A
Male	158	91.8	67.1	15.2	5.1	4.4	9.5	N/A	N/A	N/A	N/A
Female	131	93.9	74.8	11.5	5.3	2.3	7.6	N/A	N/A	N/A	N/A
White	151	94.0	60.9	17.9	9.3	6.0	15.2	N/A	N/A	N/A	N/A
African American	134	91.8	82.1	8.2	0.7	0.7	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	3	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	50	92.0	82.0	10.0	N/A	N/A	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	184	92.9	77.2	11.4	3.8	0.5	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	267	99.6	17.1	39.9	25.6	17.4	58.5	59.8	70.7
	2008	324	98.1	16	40.2	30.1	13.7	55.9	55.9	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	267	99.6	22.9	33.7	26.7	16.7	54.7	54.1	62.2
	2008	323	98.5	20.9	33.3	33	12.7	58.8	58.8	67.2

Abbreviations for Missing Data

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