



## East Clarendon High

P.O. Box 67  
Turbeville, SC 29162

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	390 Students	
<b>Principal</b>	L. Dwayne Howell	843-659-2185
<b>Superintendent</b>	Mrs. Connie Dennis	843-659-2188
<b>Board Chair</b>	Dr. George Green	843-659-4917

# 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>At-Risk</b>
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Good	Excellent
2004	Average	Good

## 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	6	27	1	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 (%)	75.8	75.7	77.5	76.1	76.5	79.6
Passed 1 subtest (%)	11.0	15.5	8.8	10.8	13.4	11.0
Passed no subtests (%)	13.2	8.7	13.7	13.1	10.5	9.3

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.1%	93.6%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	83	253
Number of Diplomas	62	186
Rate	74.7%	73.0%

**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	52.8	73.2
English 1	37.9	61.3
Physical Science	0	53.3
All Tests	46.2	62.7

\* 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=390)</b>				
Retention rate	0.3%	Down from 1.0%	6.2%	6.1%
Attendance rate	95.5%	Down from 97.2%	95.0%	95.0%
Eligible for gifted and talented	0.0%	No Change	11.1%	8.3%
With disabilities other than speech	10.3%	Down from 11.8%	13.6%	13.0%
Older than usual for grade	10.5%	Up from 3.6%	8.3%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	1.7%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	11.4%	11.4%
Successful on AP/IB exams	N/A	N/A	49.2%	54.3%
Eligible for LIFE Scholarship	32.8%	Up from 29.9%	32.2%	30.5%
Annual dropout rate	2.8%	Up from 1.1%	4.3%	3.5%
Career/technology students in co-curricular organizations	0.8%	Down from 1.3%	4.3%	3.1%
Enrollment in career/technology courses	213	Up from 97	563	559
Students participating in work-based experiences	0.0%	Down from 41.5%	14.1%	10.6%
Career/technology students attaining technical skills	59.9%	Down from 60.4%	77.4%	79.6%
Career/technology completers placed	N/A	N/A	97.9%	98.5%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	41.7%	Down from 50.0%	56.2%	57.4%
Continuing contract teachers	70.8%	Down from 75.0%	73.2%	69.6%
Teachers with emergency or provisional certificates	19.0%	Up from 6.7%	7.9%	8.7%
Teachers returning from previous year	66.7%	Down from 69.4%	87.0%	85.0%
Teacher attendance rate	95.2%	Down from 96.2%	95.5%	95.4%
Average teacher salary	\$39,675	Down 1.7%	\$46,180	\$46,061
Professional development days/teacher	9.0 days	Down from 11.4 days	11.8 days	11.4 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 23.8 to 1	26.2 to 1	25.4 to 1
Prime instructional time	88.0%	Down from 91.9%	88.8%	89.1%
Dollars spent per pupil*	\$7,412	Down 6.5%	\$7,037	\$7,279
Percent of expenditures for teacher salaries*	45.5%	Up from 43.0%	55.4%	55.3%
Percent of expenditures for instruction*	52.8%	Up from 51.4%	60.5%	60.8%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	96.2%	Down from 97.4%	92.5%	94.2%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Average	Down from Good	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	72	93.1%	130	46.2%	83	74.7%	No
<b>Gender</b>							
Male	33	90.9%	76	48.7%	45	64.4%	N/A
Female	39	94.9%	54	42.6%	38	86.8%	N/A
<b>Racial/Ethnic Group</b>							
White	45	97.8%	65	56.9%	49	81.6%	N/A
African American	27	85.2%	61	36.1%	32	68.8%	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	13	69.2%	17	23.5%	15	53.3%	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	28	82.1%	91	45.1%	37	56.8%	N/A

\* 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**

East Clarendon High School continued its proud tradition of academic excellence in 2007-2008. The school received initial accreditation by the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS CASI). This recognition verifies our demonstration of continuous commitment to a quality education and success of all students.

East Clarendon meets the needs of our students by providing a challenging curriculum that incorporates traditional strategies in addition to innovative instructional techniques to engage all learners. We partner with Central Carolina Technical College's F.E. Dubose Center to enhance our course offerings. Students can participate in hands-on career training or dual credit college courses.

Our dedicated teachers are active members of professional organizations in their content areas and participate in professional development opportunities offered by those organizations. Three of our teachers are National Board certified.

Three of our sports programs competed for region titles this year: varsity volleyball, golf and softball won their regions while varsity baseball placed 2nd. Our athletic teams, in addition to other extracurricular activities we offer, broaden and extend students' learning experiences.

It is our belief that the current programs, combined with the continued support of all stakeholders, provide all students a learning experience that enriches and facilitates academic and personal growth.

Brooke James, Principal  
Karen Creech, School Improvement Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	74	9
Percent satisfied with learning environment	90.0%	78.1%	I/S
Percent satisfied with social and physical environment	100.0%	89.2%	I/S
Percent satisfied with school-home relations	68.4%	91.9%	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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**School Adequate Yearly Progress**

NO

This school met 8 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.

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

All Students	107	95.3	18.8	28.7	32.7	19.8	60.4	59.8	69.7	Yes	Yes
Male	64	92.2	27.6	27.6	29.3	15.5	51.7	50.8	64.6	N/A	N/A
Female	43	100	7	30.2	37.2	25.6	72.1	72.1	74.8	N/A	N/A
White	82	98.8	12.3	27.2	37	23.5	67.9	67.9	81.7	Yes	Yes
African American	24	83.3	42.1	36.8	15.8	5.3	31.6	30	53.6	I/S	I/S
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	12	100	81.8	18.2	0	0	9.1	8.3	25.2	I/S	I/S
Migrant	1	I/S	40	N/A	N/A						
Limited English Proficient	1	I/S	47.3	I/S	I/S						
Subsized meals	47	91.5	28.6	42.9	26.2	2.4	40.5	39.5	55.1	No	No

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

All Students	107	95.3	15.8	33.7	26.7	23.8	58.4	57.8	67.2	Yes	Yes
Male	64	92.2	25.9	25.9	29.3	19	55.2	54.2	66.3	N/A	N/A
Female	43	100	2.3	44.2	23.3	30.2	62.8	62.8	68	N/A	N/A
White	82	98.8	8.6	33.3	29.6	28.4	66.7	66.7	79.6	Yes	Yes
African American	24	83.3	42.1	36.8	15.8	5.3	26.3	25	49.7	I/S	I/S
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	12	100	81.8	18.2	0	0	0	0	23.8	I/S	I/S
Migrant	1	I/S	46.7	N/A	N/A						
Limited English Proficient	1	I/S	54.9	I/S	I/S						
Subsized meals	47	91.5	26.2	47.6	14.3	11.9	38.1	37.2	53.1	No	No

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

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	N/A										

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

All Students	2007	110	93.6	11.0	35.0	32.0	22.0	62.0	62.0	70.7
	2008	107	95.3	18.8	28.7	32.7	19.8	60.4	59.8	69.7

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

All Students	2007	110	93.6	20.0	34.0	26.0	20.0	61.0	61.0	62.2
	2008	107	95.3	15.8	33.7	26.7	23.8	58.4	57.8	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