



East Clarendon High

P.O. Box 67
Turbeville, SC 29162

Grades	9-12 High School	
Enrollment	402 Students	
Principal	Kelvin Lemon	843-659-2185
Superintendent	Dr. Connie Dennis	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Good	Excellent

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
1	9	25	1	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 (%)	75.7	77.5	82.6	76.5	79.6	75.5
Passed 1 subtest (%)	15.5	8.8	8.7	13.4	11.0	13.2
Passed no subtests (%)	8.7	13.7	8.7	10.5	9.3	11.3

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	92.7%	94.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	112	272
Number of Diplomas	89	198
Rate	79.5%	74.7%

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	65.7	72.0
English 1	40.0	61.3
Physical Science	27.4	53.9
US History and the Constitution	40.9	37.9
All Tests	41.8	55.1

* 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=402)				
Retention rate	0.0%	Down from 0.3%	4.5%	4.8%
Attendance rate	96.8%	Up from 95.5%	95.3%	95.5%
Eligible for gifted and talented	2.4%	Up from 0.0%	11.7%	9.2%
With disabilities other than speech	9.3%	Down from 10.3%	13.5%	12.6%
Older than usual for grade	8.2%	Down from 10.5%	8.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.9%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	13.3%	13.2%
Successful on AP/IB exams	N/A	N/A	44.3%	55.6%
Eligible for LIFE Scholarship	25.5%	Down from 32.8%	30.2%	29.8%
Annual dropout rate	1.5%	Down from 2.8%	4.1%	3.5%
Career/technology students in co-curricular organizations	0.0%	Down from 0.8%	3.1%	3.0%
Enrollment in career/technology courses	250	Up from 213	635	523
Students participating in work-based experiences	88.7%	Up from 0.0%	16.6%	12.9%
Career/technology students attaining technical skills	77.5%	Up from 59.9%	78.9%	79.3%
Career/technology completers placed	N/A	N/A	98.1%	98.8%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Up from 41.7%	58.6%	58.6%
Continuing contract teachers	81.8%	Up from 70.8%	76.5%	71.6%
Teachers with emergency or provisional certificates	5.0%	Down from 19.0%	5.7%	8.1%
Teachers returning from previous year	77.8%	Up from 66.7%	86.9%	85.0%
Teacher attendance rate	94.1%	Down from 95.2%	95.5%	95.5%
Average teacher salary*	\$43,350	Up 9.3%	\$48,015	\$47,761
Professional development days/teacher	8.1 days	Down from 9.0 days	12.5 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 23.1 to 1	27.4 to 1	26.1 to 1
Prime instructional time	89.7%	Up from 88.0%	89.8%	89.8%
Dollars spent per pupil**	\$7,924	Up 6.9%	\$7,414	\$7,883
Percent of expenditures for teacher salaries**	45.7%	Up from 45.5%	54.0%	54.1%
Percent of expenditures for instruction**	53.0%	Up from 52.8%	60.5%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 96.2%	96.4%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	Below Average	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	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	96	92.7%	325	41.8%	112	79.5%	No
Gender							
Male	41	95.1%	179	44.7%	47	76.6%	N/A
Female	55	90.9%	146	38.4%	65	81.5%	N/A
Racial/Ethnic Group							
White	61	96.7%	201	50.2%	71	85.9%	N/A
African American	32	84.4%	106	21.7%	35	71.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	61.5%	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	N/A	N/A	27	37.0%	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	41	87.8%	177	33.9%	50	70.0%	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

East Clarendon High School continued its proud tradition of academic excellence in 2008-2009. The school was in its second year as an accredited member of the Southern Association of Colleges and Schools. East Clarendon High School became a member of the High Schools That Work in 2008-2009.

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. Four 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. Our athletic teams, in addition to the 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.

L. Dwayne Howell, Principal
Karen Creech, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	73	11
Percent satisfied with learning environment	95.7%	72.6%	81.8%
Percent satisfied with social and physical environment	95.7%	88.7%	90.9%
Percent satisfied with school-home relations	86.4%	86.1%	90.9%

* 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

YES

This school met 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.0%	0.0%	No

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	92	100	6.9	37.9	37.9	17.2	70.1	70.1	61.8	Yes	Yes
Male	43	100	11.9	42.9	38.1	7.1	59.5	59.5	57.4	N/A	N/A
Female	49	100	2.2	33.3	37.8	26.7	80	80	66.1	N/A	N/A
White	52	100	2	36.7	36.7	24.5	77.6	77.6	74.3	Yes	Yes
African American	33	100	12.5	46.9	34.4	6.3	56.3	56.3	44.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	51	100	10.9	47.8	34.8	6.5	58.7	58.7	45.6	Yes	Yes

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

All Students	92	100	13.8	40.2	29.9	16.1	62.1	62.1	62.7	Yes	Yes
Male	43	100	19	40.5	26.2	14.3	57.1	57.1	61.8	N/A	N/A
Female	49	100	8.9	40	33.3	17.8	66.7	66.7	63.6	N/A	N/A
White	52	100	6.1	40.8	32.7	20.4	73.5	73.5	75.1	Yes	Yes
African American	33	100	25	46.9	25	3.1	40.6	40.6	45.1	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	51	100	19.6	52.2	26.1	2.2	45.7	45.7	47.9	Yes	Yes

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

All Students	92	88.0	80.4	6.5	1.1	N/A	I/S	N/A	N/A	N/A	N/A
Male	43	83.7	74.4	9.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	49	91.8	85.7	4.1	2.0	N/A	I/S	N/A	N/A	N/A	N/A
White	52	84.6	73.1	11.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	33	90.9	87.9	N/A	3.0	N/A	I/S	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	5	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	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	51	84.3	82.4	2.0	N/A	N/A	I/S	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	107	95.3	18.8	28.7	32.7	19.8	60.4	59.8	69.7
	2009	92	100	6.9	37.9	37.9	17.2	70.1	70.1	61.8

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

All Students	2008	107	95.3	15.8	33.7	26.7	23.8	58.4	57.8	67.2
	2009	92	100	13.8	40.2	29.9	16.1	62.1	62.1	62.7

* Adjusted to account for natural variation in performance.

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