



## EAST CLARENDON MIDDLE/HIGH

P.O. Box 67  
Turbeville, SC 29162

<b>Grades</b>	6-12 High School	
<b>Enrollment</b>	631 Students	
<b>Principal</b>	Kelvin Lemon	843-659-2185
<b>Superintendent</b>	Connie J. Dennis, Ph. D	843-659-2188
<b>Board Chair</b>	Dr. George Green	843-659-4917

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>At-Risk</b>
2009	Average	Below Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Excellent	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	14	22	1	0

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	77.5%	82.6%	76.4%	79.6%	75.5%	78.4%
Passed 1 subtest (%)	8.8%	8.7%	9.1%	11.0%	13.2%	11.4%
Passed no subtests (%)	13.7%	8.7%	14.5%	9.3%	11.3%	10.4%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	85.9%	90.1%

## 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	112	101	272	277
Number of Graduates in Cohort	89	73	198	197
Rate	79.5%	72.3%	74.7%	71.6%

\*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	55.7%	74.8%
English 1	50.0%	66.9%
Physical Science	31.6%	57.7%
US History and the Constitution	41.7%	43.3%
All Tests	43.8%	60.3%

\* 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=631)</b>				
Retention rate	0.3%	Up from 0.0%	3.7%	3.7%
Attendance rate	96.1%	Down from 96.8%	95.8%	95.4%
Eligible for gifted and talented	27.1%	Up from 2.4%	14.0%	12.4%
With disabilities other than speech	11.1%	Up from 9.3%	12.7%	12.8%
Older than usual for grade	6.7%	Down from 8.2%	9.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 0.7%	1.2%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	13.8%	13.1%
Successful on AP/IB exams	N/A	N/A	43.0%	50.4%
Eligible for LIFE Scholarship	25.0%	Down from 25.5%	31.2%	30.4%
Annual dropout rate	2.8%	Up from 1.5%	3.9%	3.1%
Career/technology students in co-curricular organizations	7.2%	Up from 0.0%	2.0%	2.2%
Enrollment in career/technology courses	137	Down from 250	392	424
Students participating in work-based experiences	30.4%	Down from 88.7%	11.8%	11.7%
Career/technology students attaining technical skills	82.6%	Up from 77.5%	77.2%	78.7%
Career/technology completers placed	N/A	N/A	97.6%	98.5%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	53.7%	Down from 63.6%	59.7%	60.4%
Continuing contract teachers	85.4%	Up from 81.8%	79.5%	76.6%
Teachers with emergency or provisional certificates	5.3%	Up from 5.0%	5.9%	6.5%
Teachers returning from previous year	84.6%	Up from 77.8%	87.6%	86.8%
Teacher attendance rate	96.2%	Up from 94.1%	95.8%	95.8%
Average teacher salary*	\$44,272	Up 2.1%	\$47,301	\$47,390
Professional development days/teacher	6.8 days	Down from 8.1 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.8	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 24.2 to 1	26.9 to 1	25.8 to 1
Prime instructional time	90.5%	Up from 89.7%	90.1%	90.1%
Dollars spent per pupil**	\$8,250	Up 4.1%	\$7,770	\$7,974
Percent of expenditures for teacher salaries**	46.6%	Up from 45.7%	54.3%	55.4%
Percent of expenditures for instruction**	55.8%	Up from 53.0%	59.7%	60.4%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 99.8%	95.7%	96.0%
Character development program	Below Average	Down from Good	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

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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	85	85.9%	336	43.8%	101	72.3%	No
<b>Gender</b>							
Male	50	80.0%	183	39.9%	57	68.4%	N/A
Female	35	94.3%	153	48.4%	44	77.3%	N/A
<b>Racial/Ethnic Group</b>							
White	69	92.8%	193	52.3%	80	78.8%	N/A
African American	13	53.8%	132	30.3%	16	43.8%	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	N/A	N/A	48	18.8%	N/A	N/A	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	27	70.4%	190	37.4%	34	55.9%	N/A

NOTE: 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

East Clarendon has continued its proud tradition of academic excellence in 2009-2010. East Clarendon Middle School and East Clarendon High School have been combined to form one school, East Clarendon Middle/High. The school is in its third year as an accredited member of the Southern Association of Colleges and Schools. East Clarendon High School completed its first year in the High Schools That Work reform model in 2009-2010. East Clarendon Middle School began the process of Making Middle Grades Work with the start of the 2010-2011 school year.

East Clarendon Middle/High School 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. The high school partners 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. Six of our teachers are National Board certified.

Sports programs offered have also been successful this year. Varsity volleyball, golf, and softball won their regions. Extracurricular activities along with the athletic programs offered by our school 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.

Kelvin Lemon, Principal

Karen Creech, School Improvement Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	83	118
Percent satisfied with learning environment	92.7%	84.3%	85.6%
Percent satisfied with social and physical environment	90.2%	84.1%	78.4%
Percent satisfied with school-home relations	73.2%	92.8%	82.1%

\* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	1.7%	0.0%	No

Abbreviations for Missing Data

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

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	110	100	17.4	33.9	32.1	16.5	62.4	62.4	65.9	Yes	Yes
Male	54	100	22.2	42.6	20.4	14.8	48.1	48.1	60.8	N/A	N/A
Female	56	100	12.7	25.5	43.6	18.2	76.4	76.4	71	N/A	N/A
White	63	100	4.8	36.5	33.3	25.4	76.2	76.2	77.5	Yes	Yes
African American	44	100	34.9	27.9	32.6	4.7	44.2	44.2	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	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	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	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	I/S	47.3	I/S	I/S
Subsidized meals	52	100	29.4	29.4	35.3	5.9	51	51	51.5	Yes	Yes

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

All Students	110	100	21.1	33.9	29.4	15.6	55	55	62.3	Yes	Yes
Male	54	100	31.5	38.9	22.2	7.4	40.7	40.7	61.7	N/A	N/A
Female	56	100	10.9	29.1	36.4	23.6	69.1	69.1	63	N/A	N/A
White	63	100	7.9	38.1	31.7	22.2	68.3	68.3	75	Yes	Yes
African American	44	100	37.2	27.9	27.9	7	39.5	39.5	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	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	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	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	I/S	52.6	I/S	I/S
Subsidized meals	52	100	33.3	29.4	29.4	7.8	43.1	43.1	48.1	Yes	Yes

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

All Students	110	94.5	85.6	8.7	2.9	2.9	5.8	N/A	N/A	N/A	N/A
Male	54	96.3	88.5	5.8	3.8	1.9	5.8	N/A	N/A	N/A	N/A
Female	56	92.9	82.7	11.5	1.9	3.8	5.8	N/A	N/A	N/A	N/A
White	63	96.8	78.7	13.1	3.3	4.9	8.2	N/A	N/A	N/A	N/A
African American	44	90.9	95.0	2.5	2.5	0.0	2.5	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	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	10	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	52	92.3	91.7	4.2	4.2	0.0	4.2	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	92	100	6.9	37.9	37.9	17.2	70.1	70.1	61.8
	2010	110	100	17.4	33.9	32.1	16.5	62.4	62.4	65.9
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2009	92	100	13.8	40.2	29.9	16.1	62.1	62.1	62.7
	2010	110	100	21.1	33.9	29.4	15.6	55	55	62.3

\* 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