

## Eau Claire High

4800 Monticello Rd.  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	805 Students	
<b>Principal</b>	Rodney C. Zimmerman	803-735-7600
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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
3	5	8	7	11

\* 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 (%)	44.8	56.0	66.8	61.0	64.5	64.8
Passed 1 subtest (%)	24.9	26.7	16.3	17.9	18.9	16.4
Passed no subtests (%)	30.3	17.3	16.8	24.2	16.6	19.3

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	84.4%	85.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	205	112
Number of Diplomas	139	76
Rate	67.8%	63.7%

**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	38.9	58.5
English 1	39.2	41.3
Physical Science	38.0	26.9
All Tests	38.7	44.4

\* 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=805)</b>				
Retention rate	12.4%	Up from 10.1%	10.5%	6.1%
Attendance rate	93.1%	Down from 94.3%	93.4%	95.0%
Eligible for gifted and talented	6.2%	Up from 5.2%	3.5%	8.3%
With disabilities other than speech	12.9%	Down from 13.7%	13.9%	13.0%
Older than usual for grade	13.9%	Up from 5.4%	14.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Up from 1.2%	2.1%	1.5%
Enrolled in AP/IB programs	3.0%	Up from 0.6%	4.7%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	26.8%	Up from 26.1%	24.3%	30.5%
Annual dropout rate	5.6%	Down from 7.0%	3.5%	3.5%
Career/technology students in co-curricular organizations	2.1%	Up from 0.0%	4.5%	3.1%
Enrollment in career/technology courses	493	Down from 516	287	559
Students participating in work-based experiences	3.5%	Up from 0.5%	4.7%	10.6%
Career/technology students attaining technical skills	70.1%	Up from 66.8%	75.7%	79.6%
Career/technology completers placed	100.0%	Up from 97.9%	96.8%	98.5%
<b>Teachers (n=64)</b>				
Teachers with advanced degrees	70.3%	Up from 58.3%	52.7%	57.4%
Continuing contract teachers	48.4%	Down from 51.7%	54.0%	69.6%
Teachers with emergency or provisional certificates	25.0%	No Change	19.6%	8.7%
Teachers returning from previous year	81.2%	Up from 71.4%	78.3%	85.0%
Teacher attendance rate	94.5%	No Change	95.0%	95.4%
Average teacher salary	\$43,359	Up 5.5%	\$43,455	\$46,061
Professional development days/teacher	11.0 days	Up from 8.0 days	12.1 days	11.4 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 21.9 to 1	20.8 to 1	25.4 to 1
Prime instructional time	85.9%	Down from 87.4%	87.0%	89.1%
Dollars spent per pupil*	\$9,691	Up 7.1%	\$9,312	\$7,279
Percent of expenditures for teacher salaries*	46.8%	Down from 48.6%	51.8%	55.3%
Percent of expenditures for instruction*	54.3%	Down from 55.3%	60.4%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Parents attending conferences	93.9%	Down from 96.4%	89.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	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	154	84.4%	591	38.7%	205	67.8%	No
<b>Gender</b>							
Male	70	77.1%	250	37.6%	98	52.0%	N/A
Female	83	90.4%	341	39.6%	103	82.5%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	151	84.1%	575	39.1%	199	67.8%	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	27	37.0%	48	25.0%	30	20.0%	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	111	82.9%	447	40.5%	138	68.8%	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

Eau Claire High School offers a comprehensive curriculum designed to meet the needs of students seeking post-graduation degrees from two or four year colleges/universities, a military career, or entrance into the work force. Our curriculum offers Advanced Placement (AP) and College Prep (CP) courses as well as Honors and Career and Technology Education, or CATE, courses. Opportunities are in place for students to participate in internships and co-op activities. Recognizing that improvement is an on-going process, the school is in the beginning stages of implementing a High Schools That Works (HSTW) initiative; an initiative designed to help schools improve by focusing on key elements such as rigor, relevance, collaboration, extra help, and continued use of data for improved student achievement.

The school continues to provide opportunities for student success. Staff development and academic workshops are conducted to assist teachers and support staff in the delivery of classroom instruction and other student services. Known as "focused staff development," each activity is data-driven and based on student needs. Tutorial sessions are offered to all students before and after school, as well as Saturday School. The Saturday School program, or W.E.C.A.R.E. (Week End Classes Aimed at Reaching Everyone), provides students the opportunity to receive HSAP, End of Course, and SAT/ACT Prep assistance. In addition, both before and after school and Saturday School programs offer students academic assistance in all of their course work. The opportunity to recover credit is also available to our students. Mini-student body data presentations are conducted to increase student awareness of the school's academic performance, establish school-wide goals, and increase student involvement in the learning process. The establishment of Recognition and Appreciation Day, Quarterly Honors and Awards Programs, and a Character Counts initiative have all increased student awareness of the importance of good character and good grades.

We continue to see evidence of academic success as our students have received Academic All-Stars recognition and incentives for increased academic performance. Our athletics program continues to thrive, and our Fine Arts Department continues to be recognized for outstanding performances and presentations.

In the pursuit of academic excellence, we will continue to solicit parental, community, and business support through partnerships, such as our School Improvement Council (SIC), Booster Clubs, Advisory Boards and re-established Parents, Teachers, Students Organization, or PTSO.

Rodney C. Zimmerman, Principal  
Stan Hollis, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	103	39
Percent satisfied with learning environment	67.3%	85.3%	81.6%
Percent satisfied with social and physical environment	82.7%	87.1%	65.8%
Percent satisfied with school-home relations	40.4%	90.2%	75.0%

\* 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

  

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

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**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	210	99	20.5	38.6	31.3	9.7	55.7	64.1	69.7	Yes	Yes
Male	84	97.6	27.7	46.2	23.1	3.1	44.6	59	64.6	N/A	N/A
Female	126	100	16.2	34.2	36	13.5	62.2	69	74.8	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.6	81.7	I/S	I/S
African American	201	99	20.6	38.8	30.6	10	54.7	56.5	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	27	96.3	77.3	13.6	9.1	0	18.2	23.2	25.2	I/S	I/S
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	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	152	98.7	20.3	35.8	34.1	9.8	57.7	52.4	55.1	Yes	Yes

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

All Students	210	99	33	35.2	23.9	8	44.9	55	67.2	Yes	Yes
Male	84	97.6	47.7	30.8	20	1.5	32.3	55.4	66.3	N/A	N/A
Female	126	100	24.3	37.8	26.1	11.7	52.3	54.6	68	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	82.8	79.6	I/S	I/S
African American	201	99	33.5	35.9	22.4	8.2	43.5	46.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	88.9	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	51.9	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	27	96.3	77.3	13.6	9.1	0	13.6	16.9	23.8	I/S	I/S
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	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	152	98.7	33.3	35	24.4	7.3	47.2	44.1	53.1	Yes	Yes

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

All Students	170	92.9	71.2	14.7	5.3	1.8	7.1	N/A	N/A	N/A	N/A
Male	59	84.7	64.4	11.9	6.8	1.7	I/S	N/A	N/A	N/A	N/A
Female	111	97.3	74.8	16.2	4.5	1.8	I/S	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	166	92.8	71.1	15.1	4.8	1.8	6.6	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	16	93.8	75.0	6.3	12.5	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	118	92.4	71.2	16.9	3.4	0.8	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*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	196	98.5	19.1	43.2	27.8	9.9	51.2	66.8	70.7
	2008	210	99	20.5	38.6	31.3	9.7	55.7	64.1	69.7

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

All Students	2007	196	98.0	42.0	32.1	19.8	6.2	33.3	50.3	62.2
	2008	210	99	33	35.2	23.9	8	44.9	55	67.2

Abbreviations for Missing Data

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