



EAU CLAIRE HIGH

4800 Monticello Rd.
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	789 Students	
Principal	Rodney C. Zimmerman	803-735-7600
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	At-Risk	At-Risk
2008	At-Risk	Good
2007	At-Risk	Excellent
2006	At-Risk	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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
0	2	12	5	14

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	66.8%	57.4%	59.9%	64.8%	58.2%	60.3%
Passed 1 subtest (%)	16.3%	20.6%	16.6%	16.4%	20.4%	19.3%
Passed no subtests (%)	16.8%	22.0%	23.5%	19.3%	23.7%	22.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	86.2%	83.1%

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	183	239	121	134
Number of Graduates in Cohort	127	156	79	85
Rate	69.4%	65.3%	59.7%	62.7%

*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	82.1%	57.0%
English 1	47.5%	48.7%
Physical Science	45.4%	33.8%
US History and the Constitution	14.3%	24.1%
All Tests	45.4%	40.0%

* 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=789)				
Retention rate	4.9%	Down from 6.3%	5.6%	3.7%
Attendance rate	94.8%	Up from 94.0%	94.6%	95.4%
Eligible for gifted and talented	7.9%	Up from 5.7%	3.2%	12.4%
With disabilities other than speech	13.2%	Up from 9.8%	14.5%	12.8%
Older than usual for grade	14.7%	Down from 15.5%	14.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 2.7%	2.1%	1.1%
Enrolled in AP/IB programs	8.1%	Down from 14.4%	4.6%	13.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.4%
Eligible for LIFE Scholarship	30.4%	Up from 26.2%	26.4%	30.4%
Annual dropout rate	6.5%	Up from 6.0%	2.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 1.9%	3.4%	2.2%
Enrollment in career/technology courses	374	Down from 400	239	424
Students participating in work-based experiences	4.4%	Up from 0.0%	8.5%	11.7%
Career/technology students attaining technical skills	79.7%	Up from 73.3%	74.2%	78.7%
Career/technology completers placed	97.1%	Down from 97.8%	97.1%	98.5%
Teachers (n=57)				
Teachers with advanced degrees	75.4%	Down from 81.0%	54.5%	60.4%
Continuing contract teachers	70.2%	Up from 61.9%	58.5%	76.6%
Teachers with emergency or provisional certificates	17.9%	Down from 19.0%	19.6%	6.5%
Teachers returning from previous year	84.6%	Up from 83.3%	78.2%	86.8%
Teacher attendance rate	93.1%	Down from 94.4%	96.2%	95.8%
Average teacher salary*	\$48,006	Up 0.0%	\$44,664	\$47,390
Professional development days/teacher	12.9 days	Down from 19.6 days	10.5 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.5 to 1	21.8 to 1	25.8 to 1
Prime instructional time	86.6%	No Change	89.4%	90.1%
Dollars spent per pupil**	\$13,310	Up 4.0%	\$10,292	\$7,974
Percent of expenditures for teacher salaries**	52.6%	Up from 51.6%	52.2%	55.4%
Percent of expenditures for instruction**	56.1%	Down from 58.1%	58.9%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Up from 96.6%	97.6%	96.0%
Character development program	Excellent	No Change	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	167	86.2%	628	45.4%	239	65.3%	No
Gender							
Male	64	79.7%	290	43.4%	106	49.1%	N/A
Female	103	90.3%	338	47.0%	133	78.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	163	85.9%	588	45.4%	231	65.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	21	38.1%	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	18	66.7%	80	28.8%	24	37.5%	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	21	14.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	112	84.8%	486	43.8%	159	63.5%	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

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. As a High School That Works (HSTW) site, the school continues to focus on HSTW ten key practices. Committed to the High School That Works concept, in addition to key practices currently in place such as high expectations, extra help, and the use of data, the advisement (advisee/advisor) component of HSTW has also been implemented to assist students.

The school continues to provide opportunities for increased teacher, staff, and student capacity. 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 before and after school, as well as Saturday School, are offered to all students. 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 (EOC), and SAT/ACT Prep assistance. In addition, our afterschool program or Extra B.A.S.E.S (Before and After School Extended Services) offers students academic assistance in all their course work. 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.

With student achievement a top priority, the school continues to see evidence of students’ academic success. The establishment of Recognition and Appreciation Day, Quarterly Honors and Awards Programs, Character Counts, the ACT 21 Club, and the SAT (Verbal and Math) 1000 Club initiatives have all increased student awareness of the importance of good grades and good character and have led to improved student academic performance and numerous academic awards. In addition to academic success, our athletics program continues to thrive, producing region champions in several areas and a state championship. Our Fine Arts Department and other co-curriculum areas also continue to be recognized for outstanding performances and presentations.

Our School Improvement Council (SIC) and booster clubs continue to provide vital support for Eau Claire High. These organizations are very active and constantly help to meet the needs of the school. However, in the pursuit of academic excellence, we will continue to solicit parental, community, and business support through partnerships and our re-established Parents, Teachers, and Students Organization or PTSO.

Rodney C. Zimmerman, Principal

Lina Wehbi, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	132	25
Percent satisfied with learning environment	55.6%	76.9%	92.0%
Percent satisfied with social and physical environment	73.3%	82.6%	66.7%
Percent satisfied with school-home relations	46.5%	85.6%	84.0%

* 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
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This school met 11 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
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.4%	0.0%	No

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	187	100	27.7	41	21.4	9.8	44.5	58.5	65.9	Yes	Yes
Male	88	100	35.4	41.8	17.7	5.1	38	53.7	60.8	N/A	N/A
Female	99	100	21.3	40.4	24.5	13.8	50	62.9	71	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	182	100	27.8	41.4	21.3	9.5	43.8	51.6	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	26	100	70.8	25	4.2	0	8.3	12.4	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	63.2	47.3	I/S	I/S
Subsidized meals	138	100	31.3	40.5	19.8	8.4	39.7	47.4	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	187	100	32.9	33.5	26	7.5	47.4	52.1	62.3	Yes	Yes
Male	88	100	39.2	30.4	22.8	7.6	44.3	51.5	61.7	N/A	N/A
Female	99	100	27.7	36.2	28.7	7.4	50	52.7	63	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	182	100	33.1	33.1	26.6	7.1	47.9	45.3	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	26	100	70.8	25	4.2	0	12.5	15.4	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	50	52.6	I/S	I/S
Subsidized meals	138	100	34.4	32.8	27.5	5.3	46.6	40.9	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	187	92.0	75.6	15.7	5.8	2.9	8.7	N/A	N/A	N/A	N/A
Male	88	87.5	77.9	13.0	5.2	3.9	9.1	N/A	N/A	N/A	N/A
Female	99	96.0	73.7	17.9	6.3	2.1	8.4	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	182	92.3	75.0	16.1	6.0	3.0	8.9	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	26	84.6	90.9	9.1	0.0	0.0	0.0	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	138	93.5	77.5	14.7	4.7	3.1	7.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2009	209	99.5	26.2	49.7	17.3	6.8	34	56.4	61.8
	2010	187	100	27.7	41	21.4	9.8	44.5	58.5	65.9

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

All Students	2009	209	99.5	36.5	35.4	21.9	6.3	35.4	52.3	62.7
	2010	187	100	32.9	33.5	26	7.5	47.4	52.1	62.3

* Adjusted to account for natural variation in performance.