

CLOVER HIGH

1625 Hwy 55 East
Clover, SC 29710

Grades	9-12 High School	
Enrollment	1,893 Students	
Principal	Mark Hopkins	803-222-4591
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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
4	7	1	0	0

* 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 (%)	84.6%	80.4%	86.9%	87.3%	83.4%	86.3%
Passed 1 subtest (%)	9.1%	12.3%	7.1%	7.3%	10.1%	7.9%
Passed no subtests (%)	6.2%	7.2%	6.1%	6.2%	7.5%	5.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	93.8%	94.8%

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	466	525	347	344
Number of Graduates in Cohort	366	388	261	272
Rate	78.5%	73.9%	70.4%	79.4%

*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	86.3%	80.5%
English 1	71.1%	77.2%
Physical Science	75.5%	66.2%
US History and the Constitution	59.5%	55.6%
All Tests	71.8%	68.9%

* 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=1,893)				
Retention rate	4.2%	Up from 3.7%	3.4%	3.7%
Attendance rate	96.6%	Up from 95.7%	96.6%	95.4%
Eligible for gifted and talented	21.0%	Up from 15.0%	21.2%	12.4%
With disabilities other than speech	8.2%	Down from 8.4%	9.3%	12.8%
Older than usual for grade	6.6%	Up from 5.4%	6.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 5.9%	0.8%	1.1%
Enrolled in AP/IB programs	10.3%	Up from 6.9%	32.6%	13.1%
Successful on AP/IB exams	57.4%	Down from 58.7%	57.6%	50.4%
Eligible for LIFE Scholarship	31.6%	Down from 57.0%	41.6%	30.4%
Annual dropout rate	4.0%	Down from 4.7%	2.4%	3.1%
Career/technology students in co-curricular organizations	14.9%	Up from 14.2%	0.9%	2.2%
Enrollment in career/technology courses	1313	Down from 1328	678	424
Students participating in work-based experiences	95.5%	Up from 92.9%	5.3%	11.7%
Career/technology students attaining technical skills	83.6%	Up from 82.1%	83.9%	78.7%
Career/technology completers placed	99.3%	Up from 99.2%	99.3%	98.5%
Teachers (n=126)				
Teachers with advanced degrees	52.4%	Down from 56.6%	66.9%	60.4%
Continuing contract teachers	77.0%	Up from 71.3%	78.9%	76.6%
Teachers with emergency or provisional certificates	6.8%	Up from 4.4%	5.2%	6.5%
Teachers returning from previous year	92.8%	Up from 90.3%	89.3%	86.8%
Teacher attendance rate	95.9%	Up from 95.4%	95.9%	95.8%
Average teacher salary*	\$49,259	Down 0.9%	\$49,200	\$47,390
Professional development days/teacher	6.9 days	Down from 7.1 days	9.6 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	26.3 to 1	Down from 27.8 to 1	27.5 to 1	25.8 to 1
Prime instructional time	92.0%	Up from 90.4%	91.8%	90.1%
Dollars spent per pupil**	\$7,682	Up 4.5%	\$7,550	\$7,974
Percent of expenditures for teacher salaries**	61.4%	Up from 59.6%	59.6%	55.4%
Percent of expenditures for instruction**	64.5%	Up from 63.6%	63.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 99.0%	96.0%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below 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	449	93.8%	1657	71.8%	525	73.9%	No
Gender							
Male	224	91.1%	892	71.9%	261	69.0%	N/A
Female	225	96.4%	765	71.6%	264	78.8%	N/A
Racial/Ethnic Group							
White	382	95.3%	1365	74.2%	438	76.3%	N/A
African American	48	83.3%	211	55.5%	61	59.0%	N/A
Asian/Pacific Islander	N/A	N/A	31	77.4%	N/A	N/A	N/A
Hispanic	10	90.0%	36	63.9%	15	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	25	64.0%	130	30.8%	32	31.3%	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	25	64.0%	11	54.5%	N/A
Socio-Economic Status							
Subsidized meals	112	86.6%	532	59.0%	136	62.5%	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

Clover High School serves all students in grades nine through twelve in the school district.

We are very fortunate at Clover High to be serving students in a community that supports our initiatives and believes in the power of education. We have been working on using our individual strengths as described in Rath's Strengths Finder 2.0. We have expanded our virtual learning opportunities to provide more flexibility for our students, allowing for more advanced class offerings and more effective scheduling.

CHS has once again exceeded the state and national average composite SAT score. In fact, CHS received both the SAT and ACT Magna Cum Laude level of the Excellent Performance and Rapid Improvement Award given by State Superintendent of Education Jim Rex. Improvement awards go to schools whose score exceeds the state average and level of significant improvement and who show improvement over a three-year period.

The tradition of excellence continued, as we celebrated numerous achievements in academics and school activities. 202 seniors scored over 1000 on the composite math/verbal sections of the SAT. CHS had a National Merit Finalist winner and a National Achievement Scholarship recipient. The Clover High School Student Council once again was awarded the Golden Gavel—signifying them as one of the top student councils in the state. Our Career and Tech Ed students placed in many state and national competitions, and a CATE student is serving as an officer in a statewide organization. Our award-winning chorus, band, and drum-line programs were consistently successful when competing at the state and national level. CHS student-athletes were awarded All-Area, All-Region, and All-State selections.

Through our School Improvement Council and the High Schools That Work model, we continue our school improvement efforts as we focus on rigor, communication, and building relationships.

Tommy Schmolze, Principal
Yvonne McElwee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	93	353	119
Percent satisfied with learning environment	91.4%	82.1%	85.5%
Percent satisfied with social and physical environment	97.8%	85.5%	74.8%
Percent satisfied with school-home relations	79.6%	86.4%	78.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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	
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	1.2%		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	1.6%	0.0%	No

Abbreviations for Missing Data

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	414	99.3	8.3	24.6	34.7	32.4	76.9	76.3	65.9	Yes	Yes
Male	212	100	11.2	29.1	32	27.7	70.9	70.5	60.8	N/A	N/A
Female	202	98.5	5.2	19.8	37.5	37.5	83.3	82.5	71	N/A	N/A
White	336	99.4	6.8	23.5	34.6	35.2	78.4	77.9	77.5	Yes	Yes
African American	55	98.2	17	37.7	28.3	17	64.2	64.2	49.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	11	100	10	10	60	20	80	72.7	56.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	30	100	55.6	40.7	3.7	0	11.1	11.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	118	98.3	19.8	34.2	27	18.9	63.1	61.9	51.5	Yes	Yes

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

All Students	414	99.3	10.8	23.1	31.7	34.4	74.4	74.1	62.3	Yes	Yes
Male	212	100	14.6	21.8	30.6	33	71.4	71.5	61.7	N/A	N/A
Female	202	98.5	6.8	24.5	32.8	35.9	77.6	76.8	63	N/A	N/A
White	336	99.4	10.2	21	32.1	36.7	76.9	76.7	75	Yes	Yes
African American	55	98.2	18.9	37.7	24.5	18.9	56.6	56.6	44	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	11	100	0	20	60	20	80	72.7	56.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	30	100	70.4	22.2	7.4	0	11.1	11.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	118	98.3	18.9	29.7	31.5	19.8	58.6	57.5	48.1	Yes	Yes

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

All Students	414	95.4	42.3	22.0	15.2	20.5	35.7	N/A	N/A	N/A	N/A
Male	212	96.2	44.6	24.5	10.8	20.1	30.9	N/A	N/A	N/A	N/A
Female	202	94.6	39.8	19.4	19.9	20.9	40.8	N/A	N/A	N/A	N/A
White	336	95.5	39.9	23.1	16.2	20.9	37.1	N/A	N/A	N/A	N/A
African American	55	94.5	65.4	15.4	5.8	13.5	19.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	90.9	20.0	30.0	10.0	40.0	50.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	30	90.0	96.3	3.7	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	118	91.5	59.3	21.3	6.5	13.0	19.4	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	473	99.4	11.2	32.9	28.7	27.2	66.9	66.9	61.8
	2010	414	99.3	8.3	24.6	34.7	32.4	76.9	76.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	473	99.2	14.5	27.6	25.7	32.2	66.7	66.6	62.7
	2010	414	99.3	10.8	23.1	31.7	34.4	74.4	74.1	62.3

* Adjusted to account for natural variation in performance.