



EAST CLARENDON MIDDLE/HIGH

P.O. Box 67
Turbeville, SC 29162

Grades	6-12 Middle School	
Enrollment	631 Students	
Principal	Kelvin Lemon	843-659-2185
Superintendent	Connie J. Dennis, Ph. D	843-659-2188
Board Chair	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
2010	Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

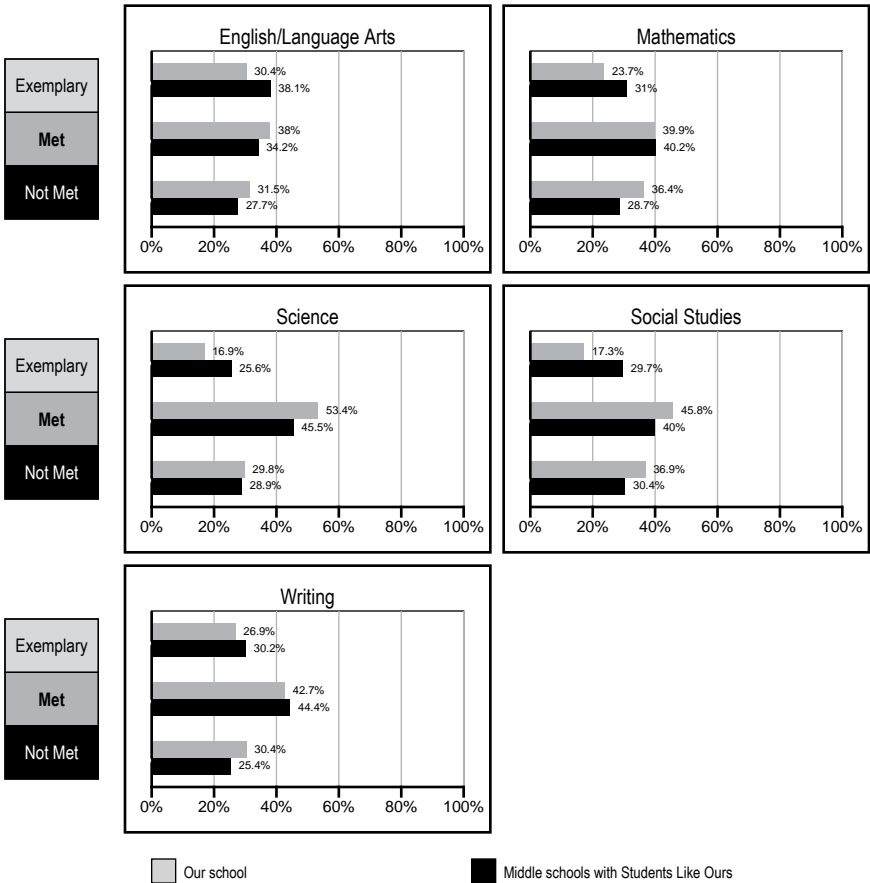
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	16	34	0	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	100.0%	95.8%
Physical Science	N/A	33.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=631)				
Students enrolled in high school credit courses (grades 7 & 8)	44.3%	N/R	29.6%	24.2%
Retention rate	0.3%	N/A	0.7%	0.7%
Attendance rate	96.1%	N/A	95.8%	95.9%
Eligible for gifted and talented	27.1%	N/A	18.7%	16.4%
With disabilities other than speech	11.1%	N/A	12.1%	12.0%
Older than usual for grade	6.7%	N/A	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	N/R	0.9%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	53.7%	N/A	59.7%	58.5%
Continuing contract teachers	85.4%	N/A	84.8%	80.0%
Teachers with emergency or provisional certificates	5.3%	N/A	3.1%	4.0%
Teachers returning from previous year	84.6%	N/A	86.0%	84.6%
Teacher attendance rate	96.2%	N/R	95.4%	95.4%
Average teacher salary*	\$44,272	I/S	\$47,454	\$46,561
Professional development days/teacher	6.8 days	N/R	10.3 days	10.2 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	N/R	22.1 to 1	21.1 to 1
Prime instructional time	90.5%	N/R	90.3%	90.4%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	90.2%	N/R	99.0%	98.1%
Character development program	Below Average	N/R	Good	Good
Dollars spent per pupil**	\$8,250	N/A	\$7,277	\$7,802
Percent of expenditures for instruction**	55.8%	N/A	63.8%	63.8%
Percent of expenditures for teacher salaries**	46.6%	N/A	60.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

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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

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 and Student Attendance

	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
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	272	98.9	32.3	37.4	30.4	78.2	84.3	83.5	Yes	Yes
Gender										
Male	148	98	36	35.3	28.7	75.7	81.3	80.1	N/A	N/A
Female	124	100	28.1	39.7	32.2	81	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	197	99	23.9	36.7	39.4	85.6	89.8	89.6	Yes	Yes
African American	64	98.4	60	35	5	53.3	67.7	74.6	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	40.6	53.6	51.7	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	84.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	88.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	99.3	46.8	36.5	16.7	65.9	76.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	272	98.9	39.3	42.4	18.3	77.4	79.5	80.4	Yes	Yes
Gender										
Male	148	98	39.7	41.2	19.1	75.7	76.8	78.4	N/A	N/A
Female	124	100	38.8	43.8	17.4	79.3	82.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	197	99	31.9	45.7	22.3	83	84.7	87.8	Yes	Yes
African American	64	98.4	66.7	26.7	6.7	56.7	62.4	69.3	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	37.5	38.1	46.1	I/S	I/S
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	92.3	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	94.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	99.3	51.6	38.9	9.5	67.5	71.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	184	98.9	29	54	17	71	69	67.3
Gender								
Male	99	99	34	51.1	14.9	66	67.7	66.9
Female	85	98.8	23.2	57.3	19.5	76.8	70.4	67.7
Racial/Ethnic Group								
White	133	99.3	20.2	57.4	22.5	79.8	80.1	79.6
African American	45	97.8	57.1	40.5	2.4	42.9	38.8	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	33.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	18.2	25	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	91	97.8	41.4	49.4	9.2	58.6	55.6	55.4
Social Studies								
All Students	183	100	36.2	46.3	17.5	63.8	70	70.9
Gender								
Male	96	100	33.7	43.5	22.8	66.3	70.4	70.1
Female	87	100	38.8	49.4	11.8	61.2	69.6	71.7
Racial/Ethnic Group								
White	134	100	30.5	46.6	22.9	69.5	75.4	79.2
African American	41	100	59	38.5	2.6	41	52.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	20	100	N/A	N/A	N/A	36.8	37	39.3
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	86	100	48.8	42.7	8.5	51.2	58.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	270	98.5	29.8	43	27.1	70.2	71.7	72.1	95.7	94.7
Gender										
Male	147	98	34.1	45.7	20.3	65.9	63.1	65.2	94.9	94.5
Female	123	99.2	25	40	35	75	81	79.2	96.6	95
Racial/Ethnic Group										
White	195	99	22.9	42.6	34.6	77.1	79.2	80.8	95.8	94.7
African American	64	98.4	52.5	39.3	8.2	47.5	48.1	59.7	95	94.8
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	99.9	96.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80	64.6	98.1	94.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	34	100	N/AV	N/AV	N/AV	21.9	25.7	27.7	93.3	93.2
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	76.9	63.5	97.7	94.1
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	82.4	63.7	98.3	94.9
Socio-Economic Status										
Subsidized meals	134	99.3	42.5	42.5	15	57.5	60.8	61.9	94.9	94

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	90	100	39.8	36.1	24.1	60.2
	7	101	97	26	39.6	34.4	74
	8	81	100	32.1	35.9	32.1	67.9
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	90	100	41	43.4	15.7	59
	7	101	97	36.5	42.7	20.8	63.5
	8	81	100	41	41	17.9	59
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	97.8	N/A	N/A	N/A	41.5
	7	98	100	13.5	61.5	25	86.5
	8	41	97.6	35.9	48.7	15.4	64.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	100	35.7	50	14.3	64.3
	7	98	100	41.7	41.7	16.7	58.3
	8	40	100	23.1	53.8	23.1	76.9
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	97.8	38.6	37.3	24.1	61.4
	7	100	98	23.7	48.5	27.8	76.3
	8	81	100	28.2	42.3	29.5	71.8

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