



## Eau Claire High

4800 Monticello Rd.  
Columbia, SC 29203

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	612 Students	
<b>Principal</b>	June Page	803-735-7600
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Jamie Devine	803-231-7556

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Below Average	At-Risk
2010	Average	Good
2009	At-Risk	At-Risk

## 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
7	5	11	5	9

\* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	62.5%	64.3%	71.6%	59.9%	63.7%	66.8%
Passed 1 subtest (%)	20.5%	14.6%	14.2%	21.0%	19.7%	18.9%
Passed no subtests (%)	17.0%	21.1%	14.2%	19.0%	20.9%	17.4%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	86.6%	77.5%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	190	185	101	96
Number of Graduates in Cohort	125	122	68	68
Rate	65.8%	65.9%	60.0%	63.1%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	224	187	107	103
Number of Graduates in Cohort	156	128	73	74
Rate	69.6%	68.4%	64.3%	64.9%

**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	67.0%	59.0%
English 1	48.9%	51.1%
Biology 1/Applied Biology 2	38.6%	56.1%
US History and the Constitution	33.6%	34.1%
All Tests	45.9%	49.6%

\* 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=612)</b>				
Retention rate	7.8%	Up from 5.5%	3.9%	2.9%
Attendance rate	89.9%	Down from 90.7%	93.3%	95.1%
Served by gifted and talented program	16.8%	N/A	7.9%	17.5%
With disabilities	19.5%	N/A	14.9%	11.9%
Older than usual for grade	12.0%	N/A	11.2%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Down from 2.7%	2.4%	1.1%
Enrolled in AP/IB programs	11.5%	Down from 12.1%	5.0%	15.1%
Successful on AP/IB exams	N/A	N/A	35.0%	51.5%
Eligible for LIFE Scholarship	24.6%	Down from 30.1%	26.3%	30.6%
Annual dropout rate	1.3%	Down from 1.8%	1.4%	2.3%
Career/technology students in co-curricular organizations	6.1%	Up from 3.8%	6.1%	7.2%
Enrollment in career/technology courses	229	Down from 237	204	418
Students participating in work-based experiences	0.0%	No Change	8.6%	14.6%
Career/technology students attaining technical skills	88.1%	Up from 69.6%	83.7%	84.8%
Career/technology completers placed	100.0%	No Change	96.6%	98.3%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	79.2%	Up from 76.6%	58.5%	63.4%
Continuing contract teachers	69.8%	Down from 83.0%	69.0%	78.8%
Teachers returning from previous year	81.5%	Up from 80.9%	78.1%	86.2%
Teacher attendance rate	93.9%	Down from 95.2%	95.5%	95.2%
Average teacher salary*	\$50,392	Up 0.7%	\$44,101	\$48,699
Professional development days/teacher	9.7 days	Up from 8.7 days	9.4 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 22.4 to 1	18.5 to 1	26.9 to 1
Prime instructional time	82.0%	Down from 84.2%	88.0%	89.0%
Dollars spent per pupil**	\$13,450	Up 9.4%	\$11,315	\$7,919
Percent of expenditures for teacher salaries**	46.0%	Down from 50.4%	54.0%	57.0%
Percent of expenditures for instruction**	52.0%	Down from 52.4%	59.0%	60.0%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	98.4%	97.7%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	10.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* 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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## Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	127	86.6%	447	45.9%	185	65.9%
<b>Gender</b>						
Male	65	83.1%	216	45.4%	100	58.0%
Female	62	90.3%	231	46.3%	85	75.3%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	123	87.0%	433	45.3%	177	66.7%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	72.7%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	20	60.0%	62	24.2%	35	40.0%
<b>Migrant Status</b>						
Migrant	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
<b>Socio-Economic Status</b>						
Subsidized meals	97	84.5%	379	45.9%	139	66.2%

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 the HSTW ten key practices. 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 HSTW continuous improvement model, classroom instruction, and other student services. Each activity is data-driven and based on student needs.

Tutorial sessions and homework centers both before and after school, as well as Saturday School, are offered to all students. The Saturday School program provides students the opportunity to receive HSAP, End of Course (EOC) and SAT/ACT Prep assistance. In addition, our afterschool programs offer students academic assistance in all their course work. Student athletes are also given an opportunity to maintain their academic standing in the before and after school sessions. 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 congressional policy making such as the annual NOYS-Distracted Driving Summit and the Great American Energy Debate. With student achievement as a top priority, the school continues to see evidence of students' academic success. Nineteen students were recognized as Richland One Academic All-Stars, thirty four students were recognized as honor graduates, and two students received visual and performing arts scholarships. The establishment of Recognition and Appreciation Day, Quarterly Honors and Awards Programs, Character Counts and other 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 state level champions in track. Our Fine Arts Department and other co-curriculum areas continue to be recognized for outstanding performances and presentations. Our very active 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.

Eau Claire High School has partnered with Columbia College to infuse an arts-focused curriculum, which enables students to participate actively in dramatic arts, dance, piano and orchestra. The staff of Eau Claire High School has incorporated Best Practice strategies into our curricula to improve student achievement. 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 (PTSO).

June A. Page, Principal

Lina Wehbi, SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	88	97
Percent satisfied with learning environment	52%	71.6%	83.5%
Percent satisfied with social and physical environment	66%	74.1%	75.8%
Percent satisfied with school-home relations	52%	79.8%	77.9%

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

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>34.2</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Eau Claire High school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality Data**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
<b>Grades 9-12</b>							
All Students	220.5	220.4	79.9	66.1	100.0	99.3	65.8
Male	219.1	220.1	N/A	66.8	100.0	98.6	59.2
Female	222.1	220.7	82.1	65.5	100.0	100.0	72.8
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	219.9	219.8	79.0	66.1	100.0	99.3	66.1
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
Disabled	200.2	N/A	N/A	N/A	100.0	96.8	17.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	219.7	219.3	81.5	65.5	100.0	100.0	66.7
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
<b>English/Language Arts</b>								
All Students	2012	173	98.8	25.4	46.7	22.5	5.3	27.8
	2013	141	100.0	20.6	46.8	24.8	7.8	32.6
<b>Mathematics</b>								
All Students	2012	173	97.7	30.2	36.1	26.0	7.7	33.7
	2013	141	99.3	21.4	37.1	32.1	9.3	41.4

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