

Eau Claire High

4800 Monticello Rd.
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	830 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
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**At-Risk**	**At-Risk**
2008	At-Risk	Good
2007	At-Risk	Excellent
2006	At-Risk	Below Average
2005	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 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.

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
2	3	5	9	14

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	56.0	66.8	57.4	64.5	64.8	58.2
Passed 1 subtest (%)	26.7	16.3	20.6	18.9	16.4	20.4
Passed no subtests (%)	17.3	16.8	22.0	16.6	19.3	23.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	83.0%	84.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	183	121
Number of Diplomas	127	79
Rate	69.4%	59.7%

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	51.7	51.2
English 1	43.0	40.4
Physical Science	33.7	30.0
US History and the Constitution	12.2	18.7
All Tests	35.5	34.7

* 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=830)				
Retention rate	6.3%	Down from 12.4%	7.2%	4.8%
Attendance rate	94.0%	Up from 93.1%	94.4%	95.5%
Eligible for gifted and talented	5.7%	Down from 6.2%	2.6%	9.2%
With disabilities other than speech	9.8%	Down from 12.9%	14.2%	12.6%
Older than usual for grade	15.5%	Up from 13.9%	12.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Down from 3.6%	1.3%	1.2%
Enrolled in AP/IB programs	14.4%	Up from 3.0%	5.5%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	26.2%	Down from 26.8%	28.2%	29.8%
Annual dropout rate	6.0%	Up from 5.6%	3.3%	3.5%
Career/technology students in co-curricular organizations	1.9%	Down from 2.1%	2.8%	3.0%
Enrollment in career/technology courses	400	Down from 493	246	523
Students participating in work-based experiences	0.0%	Down from 3.5%	9.8%	12.9%
Career/technology students attaining technical skills	73.3%	Up from 70.1%	77.0%	79.3%
Career/technology completers placed	97.8%	Down from 100.0%	96.9%	98.8%
Teachers (n=63)				
Teachers with advanced degrees	81.0%	Up from 70.3%	54.3%	58.6%
Continuing contract teachers	61.9%	Up from 48.4%	60.3%	71.6%
Teachers with emergency or provisional certificates	19.0%	Down from 25.0%	19.2%	8.1%
Teachers returning from previous year	83.3%	Up from 81.2%	75.9%	85.0%
Teacher attendance rate	94.4%	Down from 94.5%	95.4%	95.5%
Average teacher salary*	$47,988	Up 10.7%	$44,551	$47,761
Professional development days/teacher	19.6 days	Up from 11.0 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.8 to 1	21.7 to 1	26.1 to 1
Prime instructional time	86.6%	Up from 85.9%	88.8%	89.8%
Dollars spent per pupil**	$12,795	Up 32.0%	$10,003	$7,883
Percent of expenditures for teacher salaries**	51.6%	Up from 46.8%	52.9%	54.1%
Percent of expenditures for instruction**	58.1%	Up from 54.3%	60.2%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 93.9%	92.6%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Eau Claire High 03/25/10-4001005

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	135	83.0%	746	35.5%	183	69.4%	No
Gender							
Male	54	75.9%	365	32.6%	76	59.2%	N/A
Female	81	87.7%	381	38.3%	107	76.6%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	134	82.8%	731	35.4%	181	69.6%	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
Disability Status							
Disabled	18	22.2%	64	10.9%	24	4.2%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	89	82.0%	566	34.8%	119	63.9%	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 (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 has implemented High Schools That Work (HSTW), 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 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, and SAT/ACT Prep assistance. In addition, both before- and-after school and Saturday School programs offer 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. The establishment of Recognition and Appreciation Day, Quarterly Honors and Awards Programs, and a Character Counts initiative has increased student awareness of the importance of good character and good grades.

The school continues to see evidence of academic success as our students have received Academic All-Stars recognition—incentives for increased academic performance and numerous honors and awards for outstanding academic achievement. The school was also recognized for making Adequate Yearly Progress as outlined in the No Child Left Behind Act.

In addition to academic success, our athletics program continues to thrive, and our Fine Arts Department and other co-curriculum areas continue 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
Lina Wehbi, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	125	47
Percent satisfied with learning environment	53.2%	92.8%	91.1%
Percent satisfied with social and physical environment	80.4%	95.2%	85.1%
Percent satisfied with school-home relations	42.6%	96.8%	93.3%

* 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	NO

This school met 7 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. 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.6%	0.0%	No

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Eau Claire High											03/25/10-4001005
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	209	99.5	26.2	49.7	17.3	6.8	34	56.4	61.8	No	Yes
Male	97	100	36	47.7	12.8	3.5	23.3	51.4	57.4	N/A	N/A
Female	112	99.1	18.1	51.4	21	9.5	42.9	60.9	66.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	87.3	74.3	I/S	I/S
African American	208	99.5	26.2	49.7	17.3	6.8	34	48	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	25	96	78.3	21.7	0	0	0	18.8	19.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	159	100	28	52	14	6	30.7	43.2	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	209	99.5	36.5	35.4	21.9	6.3	35.4	52.3	62.7	No	Yes
Male	97	99	46.5	32.6	16.3	4.7	25.6	49.1	61.8	N/A	N/A
Female	112	100	28.3	37.7	26.4	7.5	43.4	55.2	63.6	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81.4	75.1	I/S	I/S
African American	208	100	36.5	35.4	21.9	6.3	35.4	44.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	25	100	79.2	16.7	4.2	0	4.2	18.9	21.8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	159	99.4	36	38	19.3	6.7	34.7	41	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	209	86.6	68.4	13.4	3.8	1.0	4.8	N/A	N/A	N/A	N/A
Male	97	79.4	64.9	10.3	3.1	1.0	I/S	N/A	N/A	N/A	N/A
Female	112	92.9	71.4	16.1	4.5	0.9	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	208	87.0	68.8	13.5	3.8	1.0	4.8	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	N/A	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	25	76.0	72.0	N/A	4.0	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	159	88.1	69.2	13.8	4.4	0.6	I/S	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	210	99	20.5	38.6	31.3	9.7	55.7	64.1	69.7
	2009	209	99.5	26.2	49.7	17.3	6.8	34	56.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	210	99	33	35.2	23.9	8	44.9	55	67.2
	2009	209	99.5	36.5	35.4	21.9	6.3	35.4	52.3	62.7

* Adjusted to account for natural variation in performance.

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