



Estill High

PO Box 757
Estill, SC 29918

Grades	9-12 High School	
Enrollment	403 Students	
Principal	Ron O. Youmans	803-625-5100
Superintendent	Dr. Deonia A. Simmons	(803) 625-5002
Board Chair	Rev. Benjamin Burison	(803) 625-3464

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	Good
2006	At-Risk	Excellent
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	4	5	9	14

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	37.5	57.7	36.9	64.6	64.0	58.1
Passed 1 subtest (%)	26.0	19.2	35.9	18.9	16.1	20.4
Passed no subtests (%)	36.5	23.1	27.2	16.5	20.5	23.6

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	72.8%	85.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	98	122
Number of Diplomas	53	80
Rate	54.1%	60.1%

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	15.7	50.9
English 1	28.7	40.1
Physical Science	19.3	29.9
US History and the Constitution	23.4	18.4
All Tests	21.8	34.5

* 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=403)				
Retention rate	4.2%	Down from 5.6%	7.1%	4.8%
Attendance rate	94.6%	Down from 95.5%	94.4%	95.5%
Eligible for gifted and talented	18.5%	Up from 5.3%	2.7%	9.2%
With disabilities other than speech	14.7%	Down from 15.7%	14.0%	12.6%
Older than usual for grade	11.7%	Down from 13.6%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 3.3%	1.3%	1.2%
Enrolled in AP/IB programs	21.2%	Up from 4.4%	5.2%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	29.4%	Up from 20.8%	28.2%	29.8%
Annual dropout rate	4.5%	Up from 1.8%	3.4%	3.5%
Career/technology students in co-curricular organizations	14.1%	Up from 13.3%	2.4%	3.0%
Enrollment in career/technology courses	252	Down from 287	240	523
Students participating in work-based experiences	0.0%	Down from 4.6%	10.3%	12.9%
Career/technology students attaining technical skills	66.2%	Down from 75.6%	75.3%	79.3%
Career/technology completers placed	100.0%	Up from 94.9%	97.8%	98.8%
Teachers (n=35)				
Teachers with advanced degrees	48.6%	Down from 56.7%	54.2%	58.6%
Continuing contract teachers	48.6%	Up from 46.7%	60.0%	71.6%
Teachers with emergency or provisional certificates	31.0%	Up from 29.2%	19.3%	8.1%
Teachers returning from previous year	64.7%	Down from 72.1%	75.9%	85.0%
Teacher attendance rate	N/R	N/R	95.5%	95.5%
Average teacher salary*	\$42,528	Up 1.1%	\$44,638	\$47,761
Professional development days/teacher	8.0 days	Up from 5.3 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	20.2 to 1	Down from 24.9 to 1	21.7 to 1	26.1 to 1
Prime instructional time	N/R	N/R	89.0%	89.8%
Dollars spent per pupil**	\$9,980	Up 2.8%	\$10,026	\$7,883
Percent of expenditures for teacher salaries**	50.1%	No Change	52.7%	54.1%
Percent of expenditures for instruction**	56.2%	No Change	60.2%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	62.7%	Down from 63.4%	91.9%	95.8%
Character development program	Below Average	Down 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

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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	81	72.8%	449	21.8%	98	54.1%	No
Gender							
Male	45	75.6%	203	18.7%	52	57.7%	N/A
Female	36	69.4%	246	24.4%	46	50.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	81	72.8%	438	21.2%	95	55.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	40.0%	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	11	9.1%	69	2.9%	12	16.7%	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	10	40.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	61	68.9%	399	20.6%	75	49.3%	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

Improving student achievement continues to be the focus of Estill High School. During the 2008-09 school year, we continued to build upon newly implemented programs, which were aimed at improving student achievement. This year, HSAP skills were reinforced through an afterschool program for students who failed one or both parts of the HSAP. We continued to have success with our STAR Academy, as a grade acceleration, and a dropout prevention program.

During the summer, incoming freshmen participated in a summer enrichment program to better prepare them for high school. Estill High School teachers also provided extra help to individual students who needed academic assistance. To help prepare students to succeed in post secondary-education, all tenth grade students participated in the South Carolina Gear Up program. As a HSTW site, we continued to focus on implementing the ten key practices. This is our fourth year as a HSTW site.

The administration, faculty, staff, parents, and the community continue to strive to successfully prepare our students for post-secondary education and the workforce. We encourage our students to strive for "Success And Nothing Less, And Failure Is Not An Option!"

Mr. Freddie Solomon, School Improvement Council Chair
Mr. Ron O. Youmans, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	62	31
Percent satisfied with learning environment	58.6%	51.6%	62.1%
Percent satisfied with social and physical environment	72.4%	45.9%	55.2%
Percent satisfied with school-home relations	55.2%	55.7%	62.1%

* 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 6 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	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	10.1%	5.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.2%	0.0%	No

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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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	105	99	30.3	47.5	18.2	4	32.3	33	61.8	No	Yes
Male	48	97.9	40	48.9	8.9	2.2	26.7	26.7	57.4	N/A	N/A
Female	57	100	22.2	46.3	25.9	5.6	37	38.2	66.1	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	74.3	I/S	I/S
African American	104	99	29.6	48	18.4	4.1	32.7	33.3	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	18	94.4	78.6	21.4	0	0	0	6.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	97	99	31.9	47.3	17.6	3.3	29.7	30.4	45.6	No	Yes

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

All Students	105	99	57.6	28.3	11.1	3	20.2	20	62.7	No	Yes
Male	48	97.9	53.3	37.8	4.4	4.4	17.8	17.8	61.8	N/A	N/A
Female	57	100	61.1	20.4	16.7	1.9	22.2	21.8	63.6	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	75.1	I/S	I/S
African American	104	99	58.2	27.6	11.2	3.1	20.4	20.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	18	94.4	85.7	14.3	0	0	0	0	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	97	99	59.3	27.5	9.9	3.3	18.7	18.5	47.9	No	Yes

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

All Students	104	76.9	75.0	1.0	1.0	N/A	I/S	N/A	N/A	N/A	N/A
Male	47	68.1	63.8	2.1	2.1	N/A	I/S	N/A	N/A	N/A	N/A
Female	57	84.2	84.2	N/A	N/A	N/A	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	103	76.7	74.8	1.0	1.0	N/A	I/S	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	1	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	17	47.1	47.1	N/A	N/A	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	96	75.0	72.9	1.0	1.0	N/A	I/S	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	106	98.1	26.3	40	27.4	6.3	41.1	41.2	69.7
	2009	105	99	30.3	47.5	18.2	4	32.3	33	61.8

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

All Students	2008	106	98.1	33.7	32.6	24.2	9.5	45.3	45.4	67.2
	2009	105	99	57.6	28.3	11.1	3	20.2	20	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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