



## York Comprehensive High

1010 Devinney Road

York, SC 29745

<b>Grades</b>	10-12 High School	
<b>Enrollment</b>	1,068 Students	
<b>Principal</b>	Diane Howell	803-684-2336
<b>Superintendent</b>	Dr Vernon Prosser	803-684-9916
<b>Board Chair</b>	Chris Revels	803-925-2840

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good*</b>
2008	Good	Average
2007	Good	Good
2006	Good	At-Risk
2005	Excellent	Excellent

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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	8	28	0	0

\* 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 (%)	85.8	87.3	73.7	79.8	82.2	77.8
Passed 1 subtest (%)	10.0	9.2	14.8	11.7	10.2	11.7
Passed no subtests (%)	4.2	3.4	11.5	8.5	7.8	10.5

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	98.0%	94.5%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	318	291
Number of Diplomas	266	214
Rate	83.6%	74.5%

**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	50.0	74.5
English 1	N/A	63.9
Physical Science	42.9	56.3
US History and the Constitution	28.8	42.1
All Tests	31.0	58.6

\* 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=1,068)</b>				
Retention rate	1.2%	Down from 1.7%	4.2%	4.8%
Attendance rate	95.0%	No Change	95.5%	95.5%
Eligible for gifted and talented	0.0%	No Change	13.2%	9.2%
With disabilities other than speech	9.3%	Down from 9.5%	12.9%	12.6%
Older than usual for grade	4.2%	Down from 4.6%	7.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Down from 3.1%	1.3%	1.2%
Enrolled in AP/IB programs	7.3%	Up from 5.6%	16.2%	13.2%
Successful on AP/IB exams	42.9%	Down from 76.2%	50.5%	55.6%
Eligible for LIFE Scholarship	58.2%	Up from 32.0%	33.8%	29.8%
Annual dropout rate	3.4%	Down from 4.8%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.4%	3.0%
Enrollment in career/technology courses	866	Up from 834	618	523
Students participating in work-based experiences	0.0%	Down from 6.3%	16.4%	12.9%
Career/technology students attaining technical skills	91.5%	Up from 80.0%	80.5%	79.3%
Career/technology completers placed	N/A	N/A	98.8%	98.8%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	77.8%	Down from 81.1%	63.2%	58.6%
Continuing contract teachers	90.7%	Up from 84.9%	76.7%	71.6%
Teachers with emergency or provisional certificates	3.8%	Up from 2.0%	5.0%	8.1%
Teachers returning from previous year	94.7%	Down from 95.8%	86.9%	85.0%
Teacher attendance rate	95.2%	Down from 96.9%	95.6%	95.5%
Average teacher salary*	\$51,251	Up 3.8%	\$48,217	\$47,761
Professional development days/teacher	10.0 days	Down from 10.3 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio in core subjects	28.8 to 1	Up from 28.1 to 1	27.3 to 1	26.1 to 1
Prime instructional time	89.0%	Down from 90.6%	90.3%	89.8%
Dollars spent per pupil**	\$6,860	Up 8.5%	\$7,438	\$7,883
Percent of expenditures for teacher salaries**	53.2%	Down from 53.8%	53.6%	54.1%
Percent of expenditures for instruction**	56.5%	Down from 57.0%	59.7%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 99.9%	96.4%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Below Average	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

## 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	296	98.0%	426	31.0%	318	83.6%	No
<b>Gender</b>							
Male	146	97.9%	208	36.1%	156	80.1%	N/A
Female	150	98.0%	218	26.1%	162	87.0%	N/A
<b>Racial/Ethnic Group</b>							
White	230	97.8%	312	36.5%	248	82.7%	N/A
African American	52	98.1%	92	15.2%	55	85.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	13.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	17	76.5%	37	18.9%	20	55.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	10	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	124	96.8%	219	25.1%	135	80.0%	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

York Comprehensive High School continued to move toward excellence using the High Schools that Work Model for improvement. College Entrance exams scores improved to an all-time high, Advanced Placement passage rates exceeded state and national averages, and high school exit exam and graduation rates were among the highest in the county. Our students excelled in academics, athletics, band, chorus, NJROTC, art, and other extracurricular activities.

We are proud of the success of our students and very thankful for the strong, unified support we received from our parents and community. This support is evidenced by the current construction of a new high school to include a performing arts center, athletic complex, and technology center for grades 9-12. Construction is well under way, with occupancy expected for fall 2010.

The class of 2009 set the pace for high levels of academic achievement. Two seniors received state academic honor awards and thirty-four seniors were honor graduates. Ten students were Palmetto Fellows. One hundred eighty-one students were potential Life Scholarship recipients. One hundred seventeen seniors received a Diploma with Distinction. For the twelfth consecutive year, our NJROTC was recognized as a Distinguished Unit. National and state recognition was awarded to seven world language students. Thirteen students participated in All-State Chorus. Our goal of creating a "college going" culture is being met, with over \$3 million being offered in scholarships and many seniors planning to go to college.

YCHS' faculty is 100% highly qualified and 81% have a masters degree or higher. Teachers provided a well-rounded curriculum that was aligned with the SC standards. A curriculum framework was developed which included individual graduation plans. Students were provided an adult mentor thru "PRIDE," a new advisor/advisee program. Professional development focused on use of new technology, including "Promethean Boards," literacy, and understanding student needs. Credit recovery was offered before, during, and after school. Sophomores were administered the PLAN and PSAT. Juniors were offered ASVAB, Compass, and PSAT. Strategies were implemented to improve HSAP, EOC, and SAT/ACT scores. Incentive programs were conducted to recognize students and staff for academic, attendance, and other successes. The school was made safer by continuing use of random drug dog searches.

We are confident that YCHS will continue to provide a quality education for all students. We are committed to continuous improvement toward excellence. Please visit our website for additional information.  
www.york.k12.sc.us.

Darlene Dunlap, Chair  
Diane Howell, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	309	105
Percent satisfied with learning environment	91.1%	77.3%	85.3%
Percent satisfied with social and physical environment	89.3%	83.1%	79.4%
Percent satisfied with school-home relations	83.9%	85.7%	75.2%

\* 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 12 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	360	99.7	16	35.2	32.8	16	59.8	58	61.8	No	Yes
Male	191	99.5	23.8	29.8	32.6	13.8	56.4	55	57.4	N/A	N/A
Female	169	100	7	41.4	33.1	18.5	63.7	61.3	66.1	N/A	N/A
White	244	100	11.4	31.9	36.7	20.1	69	66.3	74.3	Yes	Yes
African American	93	98.9	29.2	43.8	22.5	4.5	34.8	35.9	44.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	15	100	7.1	42.9	28.6	21.4	64.3	60	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	34	100	63.6	24.2	6.1	6.1	18.2	26.2	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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	179	99.4	22.8	43.7	24.6	9	41.9	41.6	45.6	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	360	99.4	18.3	31.4	23.7	26.6	62.1	60.2	62.7	Yes	Yes
Male	191	99	22.1	29.8	20.4	27.6	58	56.6	61.8	N/A	N/A
Female	169	100	14	33.1	27.4	25.5	66.9	64.3	63.6	N/A	N/A
White	244	99.6	13.1	30.1	24	32.8	69	66.3	75.1	Yes	Yes
African American	93	98.9	34.8	36	19.1	10.1	41.6	42.4	45.1	No	Yes
Asian/Pacific Islander	6	I/S	83.8	I/S	I/S						
Hispanic	15	100	7.1	28.6	28.6	35.7	71.4	66.7	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	59.2	I/S	I/S						
Disabled	34	100	66.7	21.2	12.1	0	12.1	21.4	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	5	I/S	52.3	I/S	I/S						
Subsized meals	179	99.4	28.1	36.5	18.6	16.8	48.5	47.8	47.9	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	359	94.4	58.5	18.7	11.1	6.1	17.3	N/A	N/A	N/A	N/A
Male	190	94.7	58.9	16.3	11.1	8.4	19.5	N/A	N/A	N/A	N/A
Female	169	94.1	58.0	21.3	11.2	3.6	14.8	N/A	N/A	N/A	N/A
White	244	95.1	52.9	20.1	13.5	8.6	22.1	N/A	N/A	N/A	N/A
African American	92	93.5	73.9	16.3	3.3	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	15	100.0	60.0	13.3	26.7	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	97.0	93.9	3.0	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	178	93.3	73.0	9.6	5.6	5.1	10.7	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	379	100	7.3	30.2	41.6	20.9	72.8	71.6	69.7
	2009	360	99.7	16	35.2	32.8	16	59.8	58	61.8

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

All Students	2008	379	99.5	7.1	31.1	39.5	22.3	73.3	72.3	67.2
	2009	360	99.4	18.3	31.4	23.7	26.6	62.1	60.2	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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