



## Estill High School

1450 Columbia Hwy  
Estill, SC 29918

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	284 Students	
<b>Principal</b>	Dr. Raedell U. Brown	(803)625-5100
<b>Superintendent</b>	Dr. Beverly Gurley	803-625-5021
<b>Board Chair</b>	Daisey Orr	803-625-2049

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Below Average</b>	<b>Average</b>
2012	At-Risk	Below Average
2011	At-Risk	Excellent
2010	At-Risk	Excellent
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 (%)	52.4%	58.8%	66.7%	55.8%	63.8%	66.8%
Passed 1 subtest (%)	27.4%	20.6%	13.9%	23.1%	19.7%	18.9%
Passed no subtests (%)	20.2%	20.6%	19.4%	23.6%	20.8%	17.4%

**HSAP Passage Rate by Spring 2013**

Percent	Our High School	High Schools with Students Like Ours
	81.1%	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	94	77	104	96
Number of Graduates in Cohort	72	60	71	68
Rate	76.6%	77.9%	60.4%	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	120	94	110	103
Number of Graduates in Cohort	92	78	76	74
Rate	76.7%	83.0%	64.5%	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	38.5%	59.0%
English 1	20.0%	51.1%
Biology 1/Applied Biology 2	30.2%	56.1%
US History and the Constitution	8.2%	34.1%
All Tests	24.1%	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=284)</b>				
Retention rate	3.6%	Up from 0.3%	3.9%	2.9%
Attendance rate	91.4%	Down from 92.1%	93.3%	95.1%
Served by gifted and talented program	23.0%	N/A	7.9%	17.5%
With disabilities	19.8%	N/A	14.9%	11.9%
Older than usual for grade	11.5%	N/A	11.2%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 0.3%	2.4%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 3.9%	5.0%	15.1%
Successful on AP/IB exams	N/A	N/A	35.0%	51.5%
Eligible for LIFE Scholarship	22.7%	Up from 9.2%	26.3%	30.6%
Annual dropout rate	1.1%	Down from 1.7%	1.4%	2.3%
Career/technology students in co-curricular organizations	29.7%	Up from 11.8%	6.1%	7.2%
Enrollment in career/technology courses	145	Down from 165	204	418
Students participating in work-based experiences	8.3%	Up from 5.6%	8.6%	14.6%
Career/technology students attaining technical skills	92.3%	Up from 82.4%	83.7%	84.8%
Career/technology completers placed	97.1%	Up from 95.0%	96.6%	98.3%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	59.1%	Up from 51.9%	58.5%	63.4%
Continuing contract teachers	50.0%	Down from 55.6%	69.0%	78.8%
Teachers returning from previous year	61.4%	Down from 66.9%	78.1%	86.2%
Teacher attendance rate	92.7%	Up from 91.2%	95.5%	95.2%
Average teacher salary*	\$43,229	Down 1.0%	\$44,101	\$48,699
Professional development days/teacher	9.1 days	Up from 4.0 days	9.4 days	9.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	N/R	N/R	18.5 to 1	26.9 to 1
Prime instructional time	82.3%	Up from 81.0%	88.0%	89.0%
Dollars spent per pupil**	\$11,405	Down 3.3%	\$11,315	\$7,919
Percent of expenditures for teacher salaries**	54.0%	Up from 47.8%	54.0%	57.0%
Percent of expenditures for instruction**	56.0%	Up from 50.8%	59.0%	60.0%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	98.4%	97.7%
Character development program	Below Average	Down from Average	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

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 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	74	81.1%	294	24.1%	77	77.9%
<b>Gender</b>						
Male	41	70.7%	160	20.0%	43	67.4%
Female	33	93.9%	134	29.1%	34	91.2%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	69	81.2%	282	23.8%	72	77.8%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	33.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	14	28.6%	63	1.6%	11	27.3%
<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	12	33.3%	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	66	78.8%	271	20.7%	66	75.8%

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

Our focus at Estill High School, as a school striving for academic excellence, is helping ALL students succeed. Thus, we strive to motivate all of our students to excel. Even though we are not where we desire to be, our efforts have not gone unnoticed. We are proud to report that our school received the Magna Cum Laude of Achievement in recognition of our Rapid Improvement on the SAT for 2011-12. We are also proud to report that over 90% of the 2013 graduating class has qualified for college admission, as measured by their GPA.

A notable area of improvement has been the student gains over the past 3 years in first time HSAP passage rate. The number of students passing both parts of the HSAP increased from 36.9% to 48.9% in 2010. In 2011, first time passage rate increased again to 52.4%. In keeping with the established trend, the 2012 first time passage rate increased to 56.2%. Estill High School's longitudinal HSAP passing rate has also experienced a steady rise. In 2009, it was 72.8%. In 2010, it rose to 80.2%; in 2011, it rose to 84.8%. In correlation, Estill High School's graduation rate has been consistently increasing. From 2009 to 2010, the on time graduation rate increased from 54.1% to 67.3%. It increased in 2011 to 70.2%. In 2012 graduation rate increased to over 75%.

In striving for academic success, some of the initiatives in place at EHS include: implementation of a Reflective/Credit Recovery lab, continuous Response to Interventions, Extended Hours of Before and After-School Tutorials, MAP Testing, the offering of dual-credit courses, academic intervention programs, student recognition ceremonies, creation of an advisee/advisor program, extra help time to assist any struggling students, the Emerging Scholars program, and virtual job shadowing opportunities. We have created professional learning communities at Estill High School. In doing so, we are providing our staff with specific professional developments that will aid in moving our students based on data. Additionally, we are preparing for the incoming ninth graders, with our focus on helping them successfully transition into high school. Each incoming ninth grader will work with the Guidance Counselor and his/her parents to develop an Individual Graduation Plan (IGP). This plan will serve as a career and course guide throughout his/her high school career.

In an effort to monitor and maintain students' progress, our five year Strategic Plan focuses on closing the achievement gap, so that we will be able to meet or exceed the standards set by the ESEA waiver and the state school report card requirements. Our plan includes, but is not limited to the following: actively engaging our students in the learning process; promoting units of study that involve several curriculum areas; as well as, implementing a 7th period schedule.

The faculty & staff realize that serving the students at Estill High School is a privilege, as well as a tremendous responsibility. We will do our very best to inspire all students to develop their maximum potential by promoting achievement, cooperation and self-discipline. We truly believe that our students will benefit from the high expectations of their administrators as well as their teacher's dedication to their academic and personal success.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	52	4
Percent satisfied with learning environment	57.1%	36.6%	N/A
Percent satisfied with social and physical environment	66.6%	38.5%	N/A
Percent satisfied with school-home relations	38.1%	57.7%	N/A

\* 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>56.4</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**

Estill High School 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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	10.8%	0.0%	No

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## 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	219.3	214.3	62.1	63.2	100.0	100.0	76.6
Male	220.6	215.8	N/A	62.7	100.0	100.0	69.8
Female	218.1	213.1	N/A	63.6	100.0	100.0	82.4
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	219.9	214.5	62.3	63.0	100.0	100.0	76.7
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	N/A	N/A	N/A	N/A	N/A	N/A	40.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	217.2	212.2	61.8	62.4	100.0	100.0	75.3
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	69	100.0	23.5	51.5	22.1	2.9	25.0
	2013	72	100.0	25.0	45.8	20.8	8.3	29.2
<b>Mathematics</b>								
All Students	2012	69	100.0	38.2	41.2	17.6	2.9	20.6
	2013	72	100.0	27.8	52.8	15.3	4.2	19.4

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