



ESTILL MIDDLE

555 Third Street West
Estill, SC 29918

Grades	6-8 Middle School	
Enrollment	233 Students	
Principal	Dr. Shikira Beth Williams-	803-625-5200
Superintendent	Dr. Deonia A. Simmons	803-625-5001
Board Chair	Benjamin Burison, Sr.	803-625-3464

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	Below Average	At-Risk
2008	At-Risk	Below Average
2007	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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

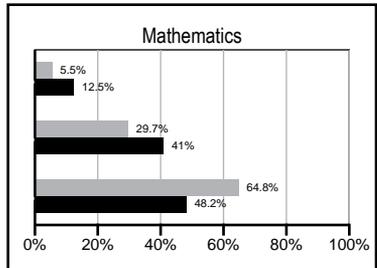
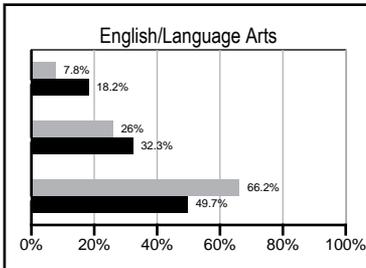
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	31	22

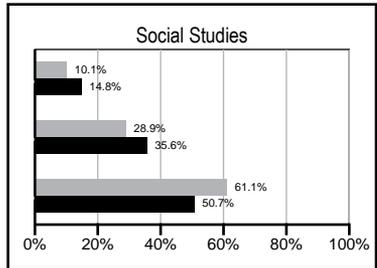
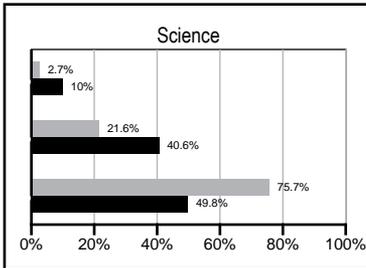
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

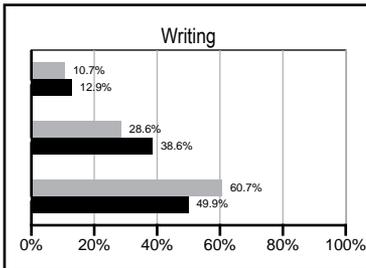
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school
 Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	42.9%	90.2%
English 1	75.0%	88.2%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	58.5%	89.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=233)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 13.8%	14.1%	24.5%
Retention rate	5.2%	Up from 1.8%	1.0%	0.7%
Attendance rate	95.3%	Up from 94.7%	95.4%	95.9%
Served by gifted and talented program	4.3%	Down from 4.9%	7.2%	17.8%
With disabilities other than speech	13.5%	Down from 18.1%	10.9%	9.2%
Older than usual for grade	6.5%	Up from 3.9%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	43.8%	Up from 31.6%	58.3%	60.0%
Continuing contract teachers	93.8%	Up from 52.6%	69.0%	82.6%
Teachers returning from previous year	70.1%	Up from 63.6%	80.9%	85.6%
Teacher attendance rate	94.6%	Down from 96.4%	95.3%	95.3%
Average teacher salary*	\$46,853	Up 0.3%	\$44,264	\$46,300
Professional development days/teacher	12.5 days	Up from 9.1 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 17.9 to 1	19.1 to 1	21.5 to 1
Prime instructional time	85.3%	Down from 89.5%	89.4%	90.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	43.5%	Down from 81.7%	97.4%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	\$12,860	Down 12.6%	\$9,685	\$7,634
Percent of expenditures for instruction**	54.2%	Up from 53.0%	61.6%	64.0%
Percent of expenditures for teacher salaries**	49.3%	Up from 49.0%	56.3%	61.2%

* 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

Report of Principal and School Improvement Council

Estill Middle School is where bright minds “soar and strive” for excellence in Teaching and Learning: Success is Our Only Option. We were extremely excited about having implemented the following programs during the 2010-2011 school year: Success for All, Pass Enrichment, School-Wide Clubs, Nine week’s Academic Awards, PBIS (Positive Behavioral Interventions and Supports), Perfect Attendance and Good Behavior Awards, MAP (Making Academic Progress) Awards, 25 Book Campaign, PASS RIT Band , Community PEP Rally and Parent Volunteer of the Year.

At Estill Middle School, our primary focus was on student achievement. In an effort to do that, one instructional assistant was assigned per grade level, and we utilized pull-out time for our students who needed additional assistance. We also provided students with before school computer-based remediation program in ELA and Math. Additionally, we offered an after school program for “Target Students” identified by the analysis of MAP and PASS data.

At Estill Middle School, we believe it takes a variety of strategies to reach and teach our children who need that extra academic support. The 2011-2012 school year will bring forth the following additions: School Wide Data Team Meetings, Student and teacher incentives for academic gains, Thinking Maps embedded in core subjects and lesson plans, Accelerated Reader, Parent Volunteers in the classrooms, and our teachers will use I-Pads, as well as, interactive clickers to support student mastery.

We will remain committed to excellence in teaching and learning: Success is our only option.
Shikira Beth Williams-Sprauve, Ed.D, Principal
Mr. Willie Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	59	33
Percent satisfied with learning environment	54.2%	67.2%	63.6%
Percent satisfied with social and physical environment	68.0%	76.3%	56.3%
Percent satisfied with school-home relations	50.0%	69.5%	72.7%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

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

R

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 and Student Attendance

	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	10.0%	4.4%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.6%	0.0%	No
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	233	100	66.4	25.9	7.7	47.7	56.4	82.4	No	Yes
Gender										
Male	117	100	72.5	23.9	3.7	35.8	46.9	78.7	N/A	N/A
Female	116	100	60.4	27.9	11.7	59.5	65.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	224	100	67	25.5	7.5	47.6	56.7	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	54.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	7.9	18.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	100	68.8	25.9	5.4	45.9	55.1	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	233	100	64.5	30	5.5	49.5	51.4	81.9	No	Yes
Gender										
Male	117	100	67	28.4	4.6	43.1	45.9	79.9	N/A	N/A
Female	116	100	62.2	31.5	6.3	55.9	56.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	224	100	64.6	29.7	5.7	49.5	51.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	50	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	5.3	6.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	100	66.8	29.8	3.4	47.3	49.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	160	100	76	21.3	2.7	24	23.6	68.6
Gender								
Male	89	100	82.9	13.4	3.7	17.1	18.6	68.3
Female	71	100	67.6	30.9	1.5	32.4	29.1	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	154	100	75.7	22.2	2.1	24.3	23.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	N/AV	1.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	147	100	78.7	19.9	1.4	21.3	21.1	57.3
Social Studies								
All Students	159	100	61.3	28.7	10	38.7	39.1	72.5
Gender								
Male	78	100	64.4	21.9	13.7	35.6	34.9	72
Female	81	100	58.4	35.1	6.5	41.6	43.2	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81
African American	154	100	61.4	28.3	10.3	38.6	39.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	7.1	12.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	147	100	63.8	26.2	9.9	36.2	37.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	59	100	60.7	28.6	10.7	39.3	50	73.2	95.3	96.1
Gender										
Male	22	100	71.4	23.8	4.8	28.6	43.6	67.2	95	95.8
Female	37	100	54.3	31.4	14.3	45.7	54.9	79.4	95.6	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	I/S	81.5	93.3	93.8
African American	55	100	62.3	26.4	11.3	37.7	50.4	61.3	95.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	88.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.3	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	90	90
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	25	26	94.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	65.7	96.2	96.9
Socio-Economic Status										
Subsidized meals	54	100	62.7	27.5	9.8	37.3	47.8	63.2	95.2	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	82	100	58.8	38.8	2.5	41.3
	7	67	100	63.6	18.2	18.2	36.4
	8	73	98.6	71.4	24.3	4.3	28.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	88	100	68.2	27.1	4.7	31.8
	7	86	100	70.9	24.1	5.1	29.1
	8	59	100	57.1	26.8	16.1	42.9
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	82	100	75	22.5	2.5	25
	7	67	100	59.1	39.4	1.5	40.9
	8	73	98.6	60	32.9	7.1	40
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	88	100	71.8	22.4	5.9	28.2
	7	86	100	65.8	29.1	5.1	34.2
	8	59	100	51.8	42.9	5.4	48.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	42	100	87.8	9.8	2.4	12.2
	7	67	100	66.7	30.3	3	33.3
	8	37	100	68.6	22.9	8.6	31.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	44	100	N/AV	N/AV	N/AV	4.8
	7	86	100	69.6	27.8	2.5	30.4
	8	30	100	65.5	27.6	6.9	34.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	40	100	17.9	79.5	2.6	82.1
	7	67	100	43.9	36.4	19.7	56.1
	8	35	100	60	34.3	5.7	40
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	44	100	53.5	39.5	7	46.5
	7	86	100	72.2	22.8	5.1	27.8
	8	29	100	42.9	28.6	28.6	57.1
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	81	100	63.8	31.3	5	36.3
	7	68	100	59.7	32.8	7.5	40.3
	8	73	95.9	66.2	27.9	5.9	33.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	59	100	60.7	28.6	10.7	39.3

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