



SC Annual School Report Card Summary

Estill Middle School
 Hampton 2
 Grades: 6-8 Enrollment: 237
 Principal: Synetria L. Hawkins
 Superintendent: Dr. Beverly Gurley
 Board Chair: Daisey Orr

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	Excellent	TBD	TBD	D	Priority
2012	At-Risk	At-Risk	N/A	N/A	F	Priority
2011	At-Risk	At-Risk	N/A	N/A	Not Met	N/A

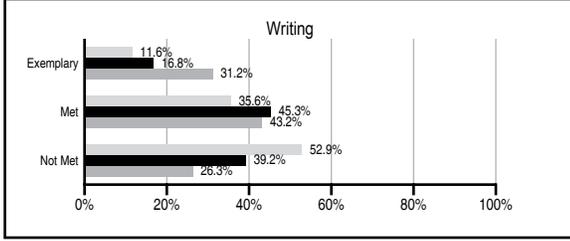
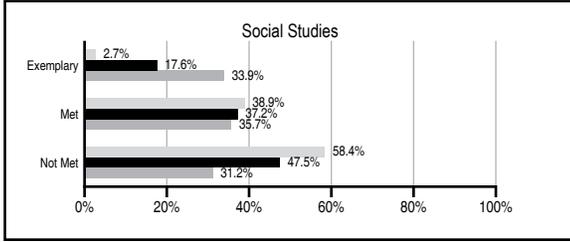
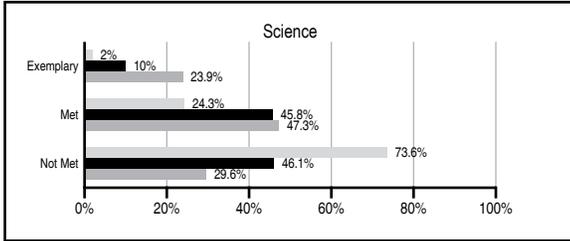
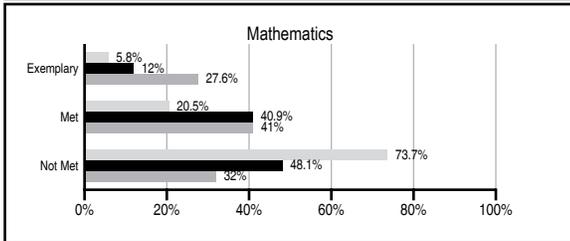
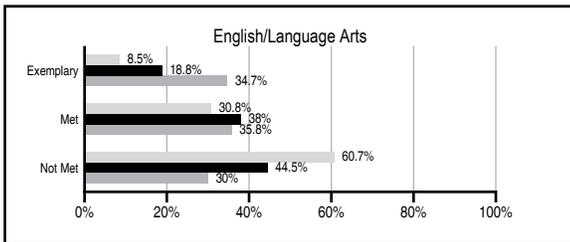
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	32	29	15

* Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Middle Schools with Students Like Ours
 Middle schools statewide



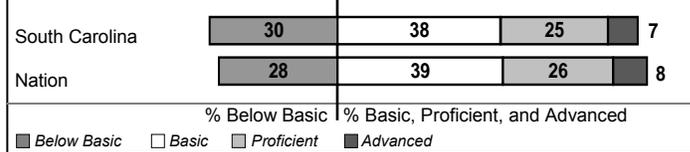
NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

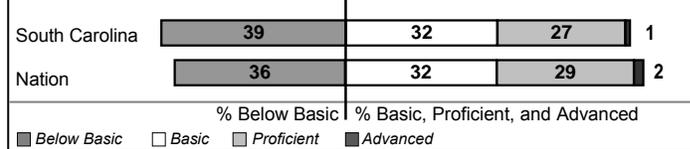
READING – GRADE 8 (2011)



MATH – GRADE 8 (2011)



SCIENCE – GRADE 8 (2011)



END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.6	89.4
English 1	73.9	86.0
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	78.3	89.8

SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Estill Middle School [Hampton 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=237)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Up from 8.5%	14.3%	24.6%
Retention rate	0.0%	Down from 1.3%	1.1%	0.6%
Attendance rate	94.3%	Down from 94.5%	95.3%	95.9%
Served by gifted and talented program	5.2%	N/A	7.0%	18.5%
With disabilities	13.9%	N/A	15.8%	13.0%
Older than usual for grade	10.9%	N/A	7.3%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.4%	Down from 5.2%	0.5%	0.6%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	47.1%	Up from 37.5%	60.3%	61.5%
Continuing contract teachers	52.9%	Down from 56.3%	69.7%	77.2%
Teachers returning from previous year	53.8%	Down from 65.7%	80.0%	85.9%
Teacher attendance rate	97.1%	Up from 92.2%	95.2%	94.9%
Average teacher salary*	\$41,230	Down 7.9%	\$44,990	\$47,313
Classes not taught by highly qualified teachers	11.5%	Down from 34.8%	2.7%	2.0%
Professional development days/teacher	18.0 days	Up from 7.6 days	9.3 days	10.1 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 18.2 to 1	18.7 to 1	22.1 to 1
Prime instructional time	90.1%	Up from 83.4%	89.1%	89.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 65.0%	98.9%	99.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,480	Down 24.5%	\$9,326	\$7,239
Percent of expenditures for instruction**	50.0%	Up from 42.5%	61.0%	63.0%
Percent of expenditures for teacher salaries**	46.0%	Up from 39.7%	55.0%	61.0%
ESEA composite index score	65.1	Up from 22.0	59.6	83.5

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	72	41
Percent satisfied with learning environment	60%	55.6%	36.6%
Percent satisfied with social and physical environment	75%	59.2%	37.5%
Percent satisfied with school-home relations	50%	69%	52.5%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Estill Middle School is to prepare students to be successful, responsible citizens by providing challenging educational experiences; and we are definitely making strides to ensure that all our students are well-rounded in all areas of academia. At Estill Middle School, we have implemented several initiatives that have led to the improvement of both our school climate and our academic status. These initiatives have allowed us to be more successful in the classroom and have given us an increase in the number of students who have received academic awards throughout the year.

One of those initiatives has been the full implementation of Direct Instruction which has allowed us to see great improvement in our students' comprehension and reading levels. We also have a large percentage of our students that have been placed in our ninety percent club based upon their DI reading scores and improvement levels. The Direct Instruction classes are focused primarily on Reading and ELA skills that our students are expected to complete and master. It is evaluated daily as well as weekly at three different formats: exercise by exercise during lessons, day to day for completion of entire lessons and formally at five to ten lesson intervals based on their skill level using mastery tests and reading checkouts that are built in the program setup. Once the lessons are completed and mastered, the mastery assessment is used to determine the advancement of the student to accelerate to the next level in the curriculum. Our Extended-Day Café was also instrumental in helping to improve student learning and achievement. During the Extended-Day Café, students were allowed the opportunity to go to the library or to a tutorial session in the mornings before school started or at the end of the school day. Students participated in both acceleration and remediation programs during these times as well.

We have also incorporated student job shadowing and virtual job shadowing for all grades to help students decide what field of interest they would like to participate in once they graduate. These two initiatives give the students a feel for the occupation that they are interested in and helps them to decide whether or not this is the occupation that they would like to pursue. Through our Gear-Up and Guidance departments, we have also had a number of Career Fairs at the school where students were allowed the opportunity to hear from representatives from various companies and occupations that may have been of interest to them. Each of these Career Fairs have been a success and has encouraged our students to want to do better academically so that they can achieve success in their adult lives; as well as greatly increasing our students' career expectations.

Synetria L. Hawkins, Interim Principal
Mary Stokes, SIC President

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status