



## Estill Elementary

P.O. Box 1027

Estill, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	539 Students	
<b>Principal</b>	Ron O. Youmans	803-625-5030
<b>Superintendent</b>	Dr. Kenneth Gardner	803-625-5000
<b>Board Chair</b>	Reverend Benjamin	803-625-3464

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

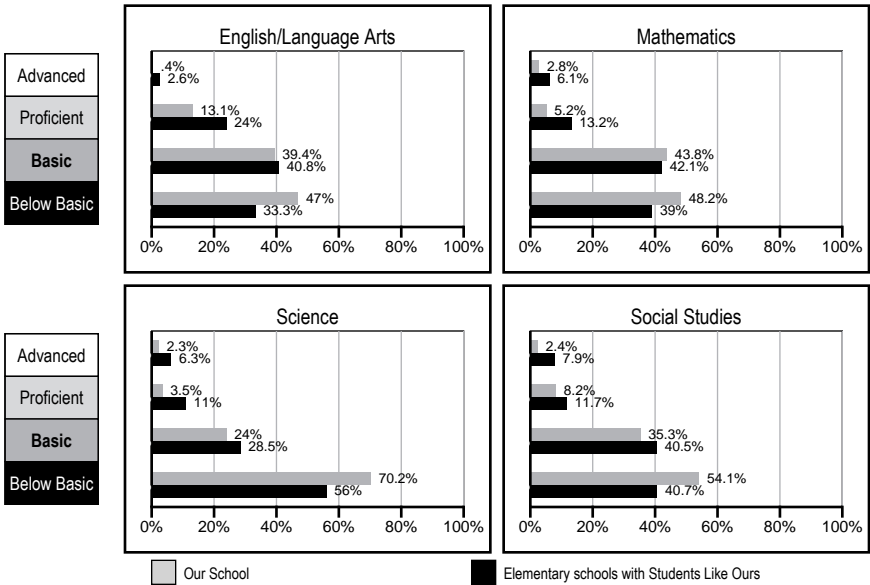
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	4	36	54

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=539)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 95.0%	100.0%	100.0%
Retention rate	6.2%	Up from 6.1%	3.1%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	0.4%	Down from 1.5%	2.8%	10.4%
With disabilities other than speech	5.7%	Down from 8.1%	7.8%	7.5%
Older than usual for grade	3.6%	Down from 4.7%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	46.3%	Down from 51.3%	53.7%	56.7%
Continuing contract teachers	61.0%	Down from 61.5%	68.9%	77.3%
Teachers with emergency or provisional certificates	3.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 80.3%	82.7%	86.4%
Teacher attendance rate	99.1%	Up from 92.4%	95.0%	94.9%
Average teacher salary	\$40,597	Down 5.0%	\$43,799	\$45,345
Professional development days/teacher	15.3 days	Down from 19.8 days	13.9 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.1	3.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 13.8 to 1	16.5 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 81.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 72.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,286	Down 0.8%	\$8,206	\$7,052
Percent of expenditures for instruction*	64.1%	Up from 63.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.7%	Up from 59.0%	60.7%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of Estill Elementary School is to create an environment that gives all children the opportunity to achieve their fullest potential in order to become productive and responsible citizens. In grades kindergarten through fifth, our teachers use the results of the Dominion Assessment to make instructional decisions to help our students reach their highest potential and ensure success. In grades two through five, our teachers focus on the strengths and weaknesses of each child and plan individual learning opportunities through the use of Measures of Academic Progress (MAP).

A full-time Math/Science/Technology Coach (C2T2) works beside our teachers training and implementing best practices in science while enhancing the teaching of science process skills. Our two curriculum coordinators work closely with the C2T2 Coach and teachers to implement balanced literacy and encourage the use of hands-on instruction to enhance the Everyday Math curriculum. Students received weekly instruction in art, music, physical education, technology, and media. EES continues to emphasize character development for every child. Our students also participated in several service projects, such as Pennies for Patients, Care Packages sent to U. S. troops, collecting food items for a local food bank, and collecting over \$6,000 for Relay for Life in under three weeks.

Our PTA, as well as community members and businesses, provides unlimited support for EES. Local businesses generously donate money, items, and time to ensure the continued success of our school. Money was donated to purchase equipment for an arts after school program, bicycles for our top performing fifth grade students, savings bonds for our state identified gifted and talented students, and books for the media center and literacy library. SCE&G funded the cost of transportation and food for all third through fifth grade students to attend the South Carolina After School Alliance Youth Conference held two hours away in Columbia. SCE&G continues to fund our after school homework and enrichment center. Through the collaborative commitment and dedication of this community, our students will continue to experience success! Thank you for your support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Don D. Doggett, Principal and Patricia Strong-Young, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	72	23
Percent satisfied with learning environment	73.8%	71.4%	68.2%
Percent satisfied with social and physical environment	86.0%	70.6%	68.2%
Percent satisfied with school-home relations	52.4%	76.1%	77.3%

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

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School Adequate Yearly Progress

NO

This school met 9 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	260	99.6	46.8	39.6	13.2	0.4	21.6	18.8	48.2	No	Yes
<b>Gender</b>											
Male	135	100	55.4	35.4	8.5	0.8	16.2	13.6	41.7	N/A	N/A
Female	125	99.2	37.5	44.2	18.3	0	27.5	24.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
African American	248	99.6	46.9	40.2	12.6	0.4	20.9	18.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100	82.7	15.4	1.9	0	1.9	5.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	245	99.6	48.9	39.6	11.1	0.4	19.1	17.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	260	100	48.2	43.8	5.2	2.8	16.7	16.6	45.8	No	Yes
<b>Gender</b>											
Male	135	100	49.2	43.8	5.4	1.5	14.6	14	45.6	N/A	N/A
Female	125	100	47.1	43.8	5	4.1	19	19.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59	I/S	I/S
African American	248	100	49.6	43.3	4.6	2.5	16.3	15.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100	76.9	21.2	1.9	0	1.9	5.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	41.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	245	100	50.4	43.6	4.7	1.3	14.8	15.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	177	100	70.2	24	3.5	2.3	5.8	7.6	35.7	96.3	96.2
<b>Gender</b>											
Male	93	100	75.3	19.1	2.2	3.4	5.6	7.4	37.4	96.1	96
Female	84	100	64.6	29.3	4.9	1.2	6.1	7.9	33.8	96.5	96.5
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	94.4	92
African American	171	100	70.9	23	3.6	2.4	6.1	7.3	17	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	35	100	96.9	3.1	0	0	0	3.1	14	95.8	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96	96.9
<b>Socio-Economic Status</b>											
Subsided meals	167	100	72.7	23.6	1.9	1.9	3.7	6.3	21.1	96.2	96.2
<b>Social Studies</b>											
All Students	177	100	54.1	35.3	8.2	2.4	10.6	17.3	34	96.3	96.2
<b>Gender</b>											
Male	98	100	55.3	36.2	7.4	1.1	8.5	16.2	36.6	96.1	96
Female	79	100	52.6	34.2	9.2	3.9	13.2	18.5	31.3	96.5	96.5
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.5	94.4	92
African American	167	100	53.4	36	8.1	2.5	10.6	16.9	19.1	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	40	100	78.9	21.1	0	0	0	6.8	14.4	95.8	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	96
<b>Socio-Economic Status</b>											
Subsided meals	167	100	55.6	33.8	8.8	1.9	10.6	16.3	21	96.2	96.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	97	93.8	50	38.1	11.9	0	11.9	
	4	82	98.8	40.8	47.4	11.8	0	11.8	
	5	83	100	53.1	40.7	4.9	1.2	6.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	89	98.9	38.8	38.8	21.2	1.2	22.4	
	4	94	100	55.6	35.6	8.9	0	8.9	
	5	77	100	45.3	45.3	9.3	0	9.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	97	100	57.8	38.9	3.3	0	3.3	
	4	82	100	35.1	57.1	3.9	3.9	7.8	
	5	83	100	46.9	45.7	4.9	2.5	7.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	89	100	44.2	47.7	2.3	5.8	8.1	
	4	94	100	53.3	37.8	7.8	1.1	8.9	
	5	77	100	46.7	46.7	5.3	1.3	6.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	48	97.9	88.9	8.9	2.2	0	2.2	
	4	82	100	67.5	22.1	9.1	1.3	10.4	
	5	42	100	64.1	30.8	0	5.1	5.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	45	100	62.8	32.6	4.7	0	4.7	
	4	94	100	73.3	20	3.3	3.3	6.7	
	5	38	100	71.1	23.7	2.6	2.6	5.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	49	98	42.2	42.2	13.3	2.2	15.6	
	4	82	100	42.9	36.4	16.9	3.9	20.8	
	5	43	100	80	17.5	2.5	0	2.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	55.8	37.2	7	0	7	
	4	94	100	48.9	40	8.9	2.2	11.1	
	5	39	100	64.9	21.6	8.1	5.4	13.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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