



Estill Middle

555 Third Street West
Estill, South Carolina

Grades	6-8 Middle School	
Enrollment	261 Students	
Principal	Julia Lee	803-625-5200
Superintendent	Dr. Kenneth Gardner	803-625-5000
Board Chair	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
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	At-Risk	Good

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

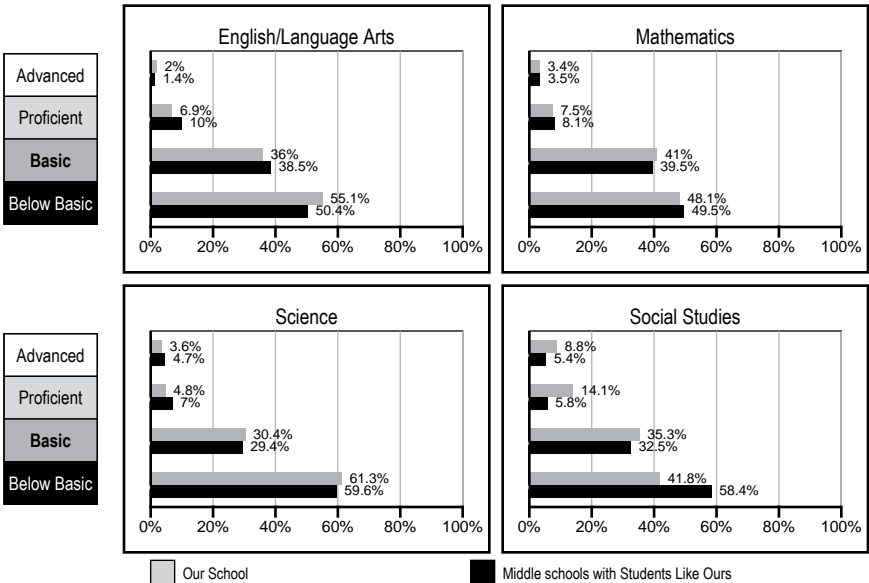
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	38

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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 | 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	95.2	82.5
English 1	0	82.7
Physical Science	0	39.5
All Subjects	95.2	79.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=261)				
Students enrolled in high school credit courses (grades 7 & 8)	44.0%	Down from 54.1%	11.5%	19.4%
Retention rate	3.4%	Down from 13.6%	3.4%	1.8%
Attendance rate	96.1%	Up from 95.5%	95.1%	95.8%
Eligible for gifted and talented	6.4%	Down from 8.2%	4.8%	15.3%
With disabilities other than speech	19.2%	Up from 14.5%	13.9%	12.9%
Older than usual for grade	7.3%	Up from 7.0%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	43.5%	Down from 55.2%	53.5%	55.0%
Continuing contract teachers	56.5%	Up from 51.7%	54.4%	70.6%
Teachers with emergency or provisional certificates	27.8%	Up from 27.3%	19.3%	5.4%
Teachers returning from previous year	77.5%	Down from 86.2%	76.4%	83.4%
Teacher attendance rate	96.7%	Up from 95.2%	94.8%	94.9%
Average teacher salary	\$41,999	Down 18.8%	\$43,090	\$44,706
Professional development days/teacher	16.0 days	Up from 12.0 days	12.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	10.8 to 1	Down from 17.1 to 1	15.9 to 1	20.1 to 1
Prime instructional time	90.7%	Up from 87.6%	88.9%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 100.0%	96.8%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$10,050	Down 0.1%	\$8,870	\$7,097
Percent of expenditures for instruction*	58.8%	Up from 56.3%	62.4%	64.4%
Percent of expenditures for teacher salaries*	49.5%	Up from 47.0%	54.7%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Estill Middle School has become a Triple "A" school: Attendance, Attitude, and Academics, where we believe if we are here (attendance) with the right mindset (attitude), then achievement is inevitable (academics). Our vision is to become the school of choice in Hampton County by 2009 and to be a part of a premier, small, rural district by 2012. By continuing with the Teacher Advancement Program (TAP), we are well on our way to achieving our goal. This program is geared toward improving teachers' performance in the classroom by providing them with strategies that will enhance their students' ability to excel in their academics. This is our second year of full implementation of the TAP model which includes cluster meetings, an instructional rubric, plans for individual teacher growth, program review, payout, etc. Based on our TAP Program Review, evidence of our student achievement on 2007 PACT showed significant gains from the 2006 year. Our administrators, teachers, and other staff members received an incentive payout totaling \$50,000 and were presented with a payday candy bar while their students cheered for them. We

The TAP model is a professional learning community philosophy which creates an environment where everything is done collaboratively. Our professional learning community continues to provide our teachers with opportunities to enhance their professional knowledge by keeping them abreast of new trends, ideas, and issues that can further assist the school and them as a whole through book talks, articles, etc. We cannot expect if we don't inspect what we want our students, teachers, and other staff members to do; therefore, the TAP model creates that type of environment where everyone is in it to succeed.

We've had the highest level of parental involvement in the history of Estill Middle School (95%) along with an increase in our atmosphere to become more inviting and family oriented. We have been successful in receiving the following grants: School Improvement Fund (SIF) (\$101,414), Blue Cross and Shield (\$55,214), and Technology (\$100,000).

We will continue to build on and evaluate our continued initiatives, as well as embarking on new ones in an effort to reach our destination of excellence.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	69	14
Percent satisfied with learning environment	61.9%	64.1%	64.3%
Percent satisfied with social and physical environment	76.2%	78.8%	76.9%
Percent satisfied with school-home relations	61.9%	80.3%	76.9%

* 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 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

Restructure

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	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	1.8%
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	16.2%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	262	99.6	54	36	6.8	3.2	16	18.8	48.2	No	Yes
Gender											
Male	134	100	62.2	29.9	6.3	1.6	11	13.6	41.7	N/A	N/A
Female	128	99.2	45.5	42.3	7.3	4.9	21.1	24.3	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
African American	248	100	54.4	36.4	5.9	3.3	15.5	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	12	91.7	40	30	30	0	30	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
Disability Status											
Disabled	56	100	81.1	13.2	0	5.7	9.4	5.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	241	99.6	55.6	35.3	6.9	2.2	15.1	17.1	34	No	Yes

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

All Students	262	99.6	48.4	41.2	6.8	3.6	16.4	16.6	45.8	No	Yes
Gender											
Male	134	100	48	42.5	7.1	2.4	13.4	14	45.6	N/A	N/A
Female	128	99.2	48.8	39.8	6.5	4.9	19.5	19.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59	I/S	I/S
African American	248	100	49.4	41.4	6.3	2.9	15.1	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	12	91.7	20	40	20	20	50	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
Disability Status											
Disabled	56	100	79.2	15.1	1.9	3.8	9.4	5.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	41.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	241	99.6	48.7	41.8	6.5	3	15.9	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
Science											
All Students	179	99.4	60.4	30.2	4.7	4.7	9.5	7.6	35.7	96.1	96.2
Gender											
Male	91	100	59.3	31.4	3.5	5.8	9.3	7.4	37.4	95.8	96
Female	88	98.9	61.4	28.9	6	3.6	9.6	7.9	33.8	96.5	96.5
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	84.4	92
African American	169	100	61.1	30.2	4.3	4.3	8.6	7.3	17	96.2	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	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.3	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
Disability Status											
Disabled	36	100	90.9	3	0	6.1	6.1	3.1	14	94.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.9	96.9
Socio-Economic Status											
Subsided meals	163	99.4	60.3	30.8	5.1	3.8	9	6.3	21.1	96.1	96.2
Social Studies											
All Students	181	99.5	40.7	35.5	14.5	9.3	23.8	17.3	34	96.1	96.2
Gender											
Male	95	100	42.9	33	16.5	7.7	24.2	16.2	36.6	95.8	96
Female	86	98.8	38.3	38.3	12.3	11.1	23.5	18.5	31.3	96.5	96.5
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.5	84.4	92
African American	171	100	41.5	35.4	15.2	7.9	23.2	16.9	19.1	96.2	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	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	97.3
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
Disability Status											
Disabled	36	100	72.2	13.9	11.1	2.8	13.9	6.8	14.4	94.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	97.9
Socio-Economic Status											
Subsided meals	165	99.4	41.5	36.5	14.5	7.5	22	16.3	21	96.1	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*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	120	99.2	64.9	27.9	4.5	2.7	7.2
	7	89	100	55.3	32.9	11.8	0	11.8
	8	105	100	51	37.3	11.8	0	11.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	86	100	53	39.8	3.6	3.6	7.2
	7	98	99	56	33	7.7	3.3	11
	8	78	100	52.6	35.5	9.2	2.6	11.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	120	100	50.9	33.9	13.4	1.8	15.2
	7	89	100	56.5	35.3	2.4	5.9	8.2
	8	105	100	64.7	32.4	2.9	0	2.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	86	100	45.8	43.4	4.8	6	10.8
	7	98	99	42.9	45.1	8.8	3.3	12.1
	8	78	100	57.9	34.2	6.6	1.3	7.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	61	98.4	66	26.4	5.7	1.9	7.5
	7	89	100	61.2	22.4	8.2	8.2	16.5
	8	51	100	66	32	0	2	2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	43	100	80.5	12.2	4.9	2.4	7.3
	7	98	99	50.5	39.6	5.5	4.4	9.9
	8	38	100	62.2	27	2.7	8.1	10.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	59	100	54.4	38.6	7	0	7
	7	89	98.9	48.2	31.8	7.1	12.9	20
	8	54	98.2	42.3	40.4	13.5	3.8	17.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	44	100	32.6	39.5	18.6	9.3	27.9
	7	97	99	51.1	32.2	8.9	7.8	16.7
	8	40	100	25.6	38.5	23.1	12.8	35.9

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