

Estill Elementary

318 4th St
Estill, SC 29918

Grades	PK-5 Elementary School	
Enrollment	510 Students	
Principal	Synetria Hawkins	803-625-5030
Superintendent	Dr. Deonia A. Simmons	(803) 625-5002
Board Chair	Rev. Benjamin Burison	(803) 625-3464

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	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 GOAL

By 2010, SC'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.

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.

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

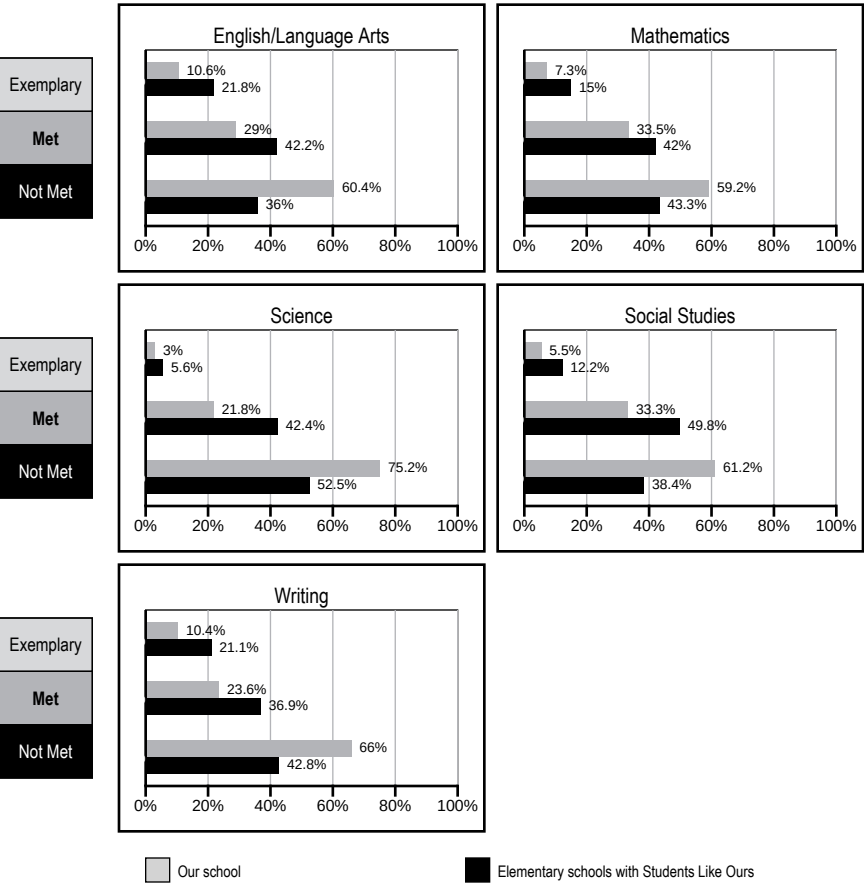
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	63	60	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=510)				
First graders who attended full-day kindergarten	95.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 6.2%	2.4%	1.9%
Attendance rate	95.8%	Down from 96.3%	96.0%	96.3%
Eligible for gifted and talented	1.2%	Up from 0.4%	2.9%	10.0%
With disabilities other than speech	5.6%	Down from 5.7%	7.4%	7.7%
Older than usual for grade	1.2%	Down from 3.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	47.2%	Up from 46.3%	57.1%	59.4%
Continuing contract teachers	63.9%	Up from 61.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	4.0%	Up from 3.6%	0.0%	0.0%
Teachers returning from previous year	74.9%	Down from 79.5%	81.6%	85.9%
Teacher attendance rate	N/R	N/R	95.2%	95.1%
Average teacher salary*	\$42,184	Up 3.9%	\$45,790	\$47,149
Professional development days/teacher	8.0 days	Down from 15.3 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 23.8 to 1	16.7 to 1	18.8 to 1
Prime instructional time	N/R	N/R	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,668	Up 5.2%	\$8,670	\$7,458
Percent of expenditures for instruction**	64.1%	No Change	68.3%	68.8%
Percent of expenditures for teacher salaries**	59.7%	No Change	61.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Based on the MAP data, grades 2 – 5 held RIT Band pullouts thirty minutes each day for math and reading. We provided three different developmentally, appropriate, efficient after-school programs in the areas of reading, science, and math. These programs included: Bright Beginnings, SCE&G Homework Center, and Taylor Learning Center. Our PTA, as well as community members and businesses, continues to provide unlimited support for EES. Estill Elementary School fathers painted the inside of the cafeteria during the Christmas Holidays. SCE&G continues to fund our after school homework and enrichment center. They created a partnership with their parents called FUN FRIDAYS, in which all kindergarteners left their book bags at school. Instead of homework, each child brings home a colorful plastic book bag with a fun weekend activity in it. Synetra Hawkins, Principal and Patricia Strong-Young, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	77	42
Percent satisfied with learning environment	68.0%	82.9%	75.6%
Percent satisfied with social and physical environment	68.0%	73.3%	58.5%
Percent satisfied with school-home relations	50.0%	84.4%	69.0%

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

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 11 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	CA
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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	10.1%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	250	99.6	60.4	29	10.6	59.2	56.7	82.8	Yes	Yes
Gender										
Male	131	99.2	71.1	22.7	6.3	46.1	42.7	79.3	N/A	N/A
Female	119	100	48.7	35.9	15.4	73.5	70.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	237	99.6	60.3	29.5	10.3	59.4	56.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	45	97.8	N/AV	N/AV	N/AV	27.9	28.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	235	99.6	62.6	27.8	9.6	57.8	56.2	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	250	99.6	59.2	33.5	7.3	51.4	51.2	78.9	No	Yes
Gender										
Male	131	99.2	65.6	28.1	6.3	46.1	45.8	77	N/A	N/A
Female	119	100	52.1	39.3	8.5	57.3	56.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	237	99.6	59.8	33.3	6.8	50.4	50.4	66.7	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	8	I/S	I/S	I/S	I/S	I/S	78.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	45	97.8	N/AV	N/AV	N/AV	23.3	29.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	235	99.6	60.4	33.9	5.7	50	50.5	70.2	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	168	99.4	75.2	21.8	3	24.8	31	67.5
Gender								
Male	89	98.9	76.7	20.9	2.3	23.3	27.6	67
Female	79	100	73.4	22.8	3.8	26.6	34.4	68
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	I/S	79.5
African American	160	99.4	75.3	22.2	2.5	24.7	30.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	46.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	30	96.7	N/AV	N/AV	N/AV	3.6	14	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	59.6
Socio-Economic Status								
Subsided meals	156	99.4	77.8	19.6	2.6	22.2	29.2	55.1

Social Studies

All Students	170	99.4	61.2	33.3	5.5	38.8	50.5	72.3
Gender								
Male	87	98.9	67.9	26.2	6	32.1	44.4	71.5
Female	83	100	54.3	40.7	4.9	45.7	56.5	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	159	99.4	61.5	32.7	5.8	38.5	50.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	34	97.1	N/AV	N/AV	N/AV	9.4	27.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	161	99.4	63.5	31.4	5.1	36.5	48.4	62.1

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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	256	98.8	65.7	23.8	10.5	34.3	42.8	70.2	95.8	95.6
Gender										
Male	135	97.8	76.9	16.9	6.2	23.1	33.5	63.2	95.2	95
Female	121	100	53.4	31.4	15.3	46.6	52.2	77.5	96.5	96.2
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	I/S	79.1	88.6	87.2
African American	240	98.8	65.5	24.7	9.8	34.5	42.5	57.6	95.9	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	9	I/S	I/S	I/S	I/S	I/S	52.6	62.6	96.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	45	95.6	N/AV	N/AV	N/AV	11.9	10	26.1	94.9	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	56.3	61.2	96.1	96.9
Socio-Economic Status										
Subsidized meals	241	98.8	68.2	23.2	8.6	31.8	40.7	58.9	95.8	95.5

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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							
2009	3	76	100	56	28	16	44
	4	88	98.9	62.4	25.9	11.8	37.6
	5	86	100	62.4	32.9	4.7	37.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	76	100	64	32	4	36
	4	88	98.9	47.1	38.8	14.1	52.9
	5	86	100	67.1	29.4	3.5	32.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	38	100	73.7	23.7	2.6	26.3
	4	88	98.9	69.4	27.1	3.5	30.6
	5	42	100	88.1	9.5	2.4	11.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	38	100	59.5	32.4	8.1	40.5
	4	88	98.9	56.5	37.6	5.9	43.5
	5	44	100	72.1	25.6	2.3	27.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	79	100	66.2	19.5	14.3	33.8
	4	90	97.8	55.8	31.4	12.8	44.2
	5	87	98.9	75.3	20	4.7	24.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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