



Estill Middle

555 Third Street West
Estill, SC 29918

Grades	6-8 Middle School	
Enrollment	223 Students	
Principal	Julia B. Lee	803-625-5200
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	Below Average	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 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

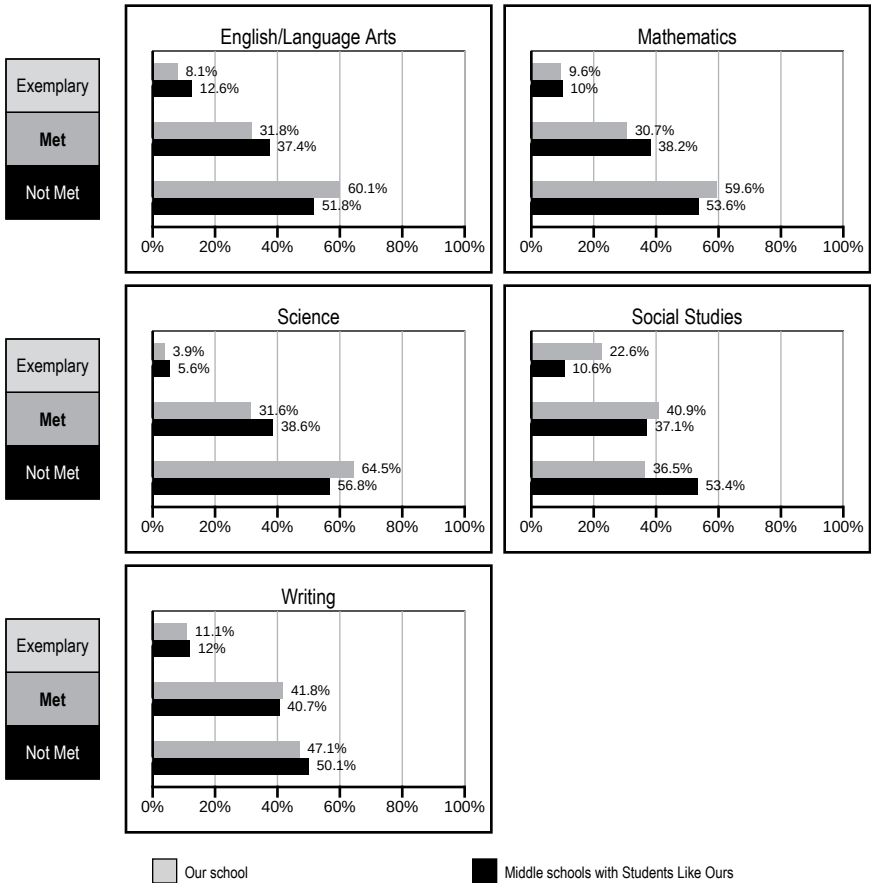
98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	35	23

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

Palmetto Assessment of State Standards (PASS)



* 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	100.0%	85.9%
English 1	83.3%	82.2%
Physical Science	41.2%	33.8%
US History and the Constitution	N/A	N/A
All Subjects	72.9%	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=223)				
Students enrolled in high school credit courses (grades 7 & 8)	12.2%	Down from 44.0%	16.1%	21.6%
Retention rate	0.4%	Down from 3.4%	2.3%	1.2%
Attendance rate	95.0%	Down from 96.1%	95.6%	95.9%
Eligible for gifted and talented	0.0%	Down from 6.4%	4.2%	14.8%
With disabilities other than speech	19.3%	Up from 19.2%	14.1%	12.6%
Older than usual for grade	5.8%	Down from 7.3%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	45.8%	Up from 43.5%	54.4%	56.9%
Continuing contract teachers	54.2%	Down from 56.5%	61.1%	72.7%
Teachers with emergency or provisional certificates	25.0%	Down from 27.8%	15.4%	5.3%
Teachers returning from previous year	72.9%	Down from 77.5%	76.0%	82.9%
Teacher attendance rate	N/R	N/R	94.9%	95.2%
Average teacher salary*	\$44,327	Up 5.5%	\$44,687	\$46,599
Professional development days/teacher	5.0 days	Down from 16.0 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 10.8 to 1	16.6 to 1	20.1 to 1
Prime instructional time	N/R	N/R	89.3%	89.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	74.0%	Down from 94.0%	96.3%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$12,055	Up 20.0%	\$10,078	\$7,645
Percent of expenditures for instruction**	58.7%	Down from 58.8%	60.3%	63.4%
Percent of expenditures for teacher salaries**	49.5%	No Change	54.1%	57.0%

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

** 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 will continue with their Triple "A" concept: Attendance, Attitude, and Academics, where we believe if we are here (attendance) with the right mindset (attitude), then achievement is inevitable (academics). We are a small rural school with a multiplicity of academic strategies to offer our students. We understand that there are certain principles and practices in every educational environment that each student should know and it is our responsibility to instill them in to their minds.

As a Teacher Advancement Program (TAP) school, we continue to maintain our excellence through clusters, the use of the instructional rubric, and individualized teacher growth plans (IGP). Again this year, we have made tremendous gains from the previous year with the utilization of TAP and incorporating the Professional Learning Community (PLC) concept. This continues to create an atmosphere where nothing is conducted in isolation, but collaboratively.

We offer a challenging and rigorous curriculum for our students. In addition to the regular program of study, selected eighth grade students have the opportunity to earn high school credits in the areas of English One, Algebra One, Physical Science, and Document Processing. Also, selected sixth and seventh grade students have the opportunity to take AP classes in all subject areas based on their MAP and PACT scores, which later will be based on the PASS test.

Next year, we are excited about our new initiatives: Positive Behavioral Intervention System (PBIS) and Cluster Clubs. PBIS will provide us with a process that allows us to focus on teaching behavioral expectations, social behaviors as well as maximizing academic engagement. Our Cluster Clubs, which will be clubs based on areas of interest for our students. These clubs will prepare them for the occupation that they may later embark upon.

We are constantly making strives toward our goal which is to obtain a higher absolute and improvement rating. We have increased the amount of parental involvement from 75% (2008) to 80% (2009). We have received several grants: Two Bright Ideas grants, Year Two of our School Improvement Fund (SIF) sub grant and Blue Cross and Shield grant award. We were the only middle school, out of the 16 Palmetto Priority Schools, that met expected progress.

We know obstacles will come, but with our TAP model with a PLC background, our destination is obtainable. Estill Middle School sets no limit to what we can do, once we set our minds to it. Our school is what we make it and we have chosen to make it great!

Julia Lee, Principal & Annette Griffin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	43	7
Percent satisfied with learning environment	95.0%	44.2%	I/S
Percent satisfied with social and physical environment	95.0%	58.1%	I/S
Percent satisfied with school-home relations	65.0%	66.7%	I/S

* Only students at the highest middle 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

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	10.1%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.1%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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	231	99.1	60.6	30.3	9.1	53.8	56.7	82.8	No	Yes
Gender										
Male	112	100	70.7	21.2	8.1	38.4	42.7	79.3	N/A	N/A
Female	119	98.3	51.4	38.5	10.1	67.9	70.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	216	99.1	62.2	30.1	7.8	53.4	56.7	73.7	No	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	11	100	36.4	27.3	36.4	63.6	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	49	100	83.3	9.5	7.1	28.6	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	11	100	36.4	27.3	36.4	63.6	62.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	99.1	60.4	30.7	8.9	54.2	56.2	75.5	No	Yes

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

All Students	231	99.6	62	30.8	7.2	51	51.2	78.9	No	Yes
Gender										
Male	112	100	66.7	25.3	8.1	45.5	45.8	77	N/A	N/A
Female	119	99.2	57.8	35.8	6.4	56	56.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	216	99.5	63.2	30.1	6.7	50.3	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	11	100	36.4	45.5	18.2	72.7	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	49	100	76.2	19	4.8	35.7	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	11	100	36.4	45.5	18.2	72.7	81.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	99.5	62	31.8	6.3	51	50.5	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	155	100	61.7	33.3	5	38.3	31	67.5
Gender								
Male	76	100	66.7	27.3	6.1	33.3	27.6	67
Female	79	100	57.3	38.7	4	42.7	34.4	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5
African American	144	100	62.3	33.8	3.8	37.7	30.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	8	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	34	100	75.9	17.2	6.9	24.1	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	8	I/S	I/S	I/S	I/S	I/S	50	59.6
Socio-Economic Status								
Subsided meals	144	100	62.6	33.6	3.8	37.4	29.2	55.1

Social Studies

All Students	153	100	35.7	40.7	23.6	64.3	50.5	72.3
Gender								
Male	72	100	40.3	32.8	26.9	59.7	44.4	71.5
Female	81	100	31.5	47.9	20.5	68.5	56.5	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	142	100	35.7	41.1	23.3	64.3	50.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	7	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	32	100	53.3	33.3	13.3	46.7	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	7	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	140	100	37.2	41.9	20.9	62.8	48.4	62.1

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	230	97.8	47.1	41.8	11.1	52.9	42.8	70.2	95	95.6
Gender										
Male	112	98.2	53	41	6	47	33.5	63.2	94.3	95
Female	118	97.5	41.7	42.6	15.7	58.3	52.2	77.5	95.6	96.2
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.1	83.9	87.2
African American	215	97.7	47.7	42	10.4	52.3	42.5	57.6	95	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	11	100	36.4	36.4	27.3	63.6	52.6	62.6	97.9	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	46	89.1	N/AV	N/AV	N/AV	7.9	10	26.1	93	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	11	100	36.4	36.4	27.3	63.6	56.3	61.2	97.9	96.9
Socio-Economic Status										
Subsidized meals	213	97.7	48.4	41.1	10.4	51.6	40.7	58.9	94.8	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	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	73	98.6	64.3	27.1	8.6	35.7
	7	78	100	57.5	34.2	8.2	42.5
	8	80	98.8	60	29.2	10.8	40
Mathematics							
2009	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	73	98.6	57.1	37.1	5.7	42.9
	7	78	100	67.1	26	6.8	32.9
	8	80	100	61.5	29.2	9.2	38.5
Science							
2009	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	36	100	N/AV	N/AV	N/AV	22.2
	7	78	100	52.1	42.5	5.5	47.9
	8	41	100	65.6	25	9.4	34.4
Social Studies							
2009	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	36	100	14.7	58.8	26.5	85.3
	7	78	100	42.5	32.9	24.7	57.5
	8	39	100	42.4	39.4	18.2	57.6
Writing							
2009	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	74	98.7	52.1	32.4	15.5	47.9
	7	75	96	55.7	38.6	5.7	44.3
	8	81	98.8	32.8	55.2	11.9	67.2

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample