

ESTILL ELEMENTARY

318 4th St. E
Estill, SC 29918

Grades	PK-5 Elementary School	
Enrollment	463 Students	
Principal	Martin Wright	803-625-5030
Superintendent	Dr. Deonia A. Simmons	803-625-5001
Board Chair	Benjamin Burison, Sr.	803-625-3464

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

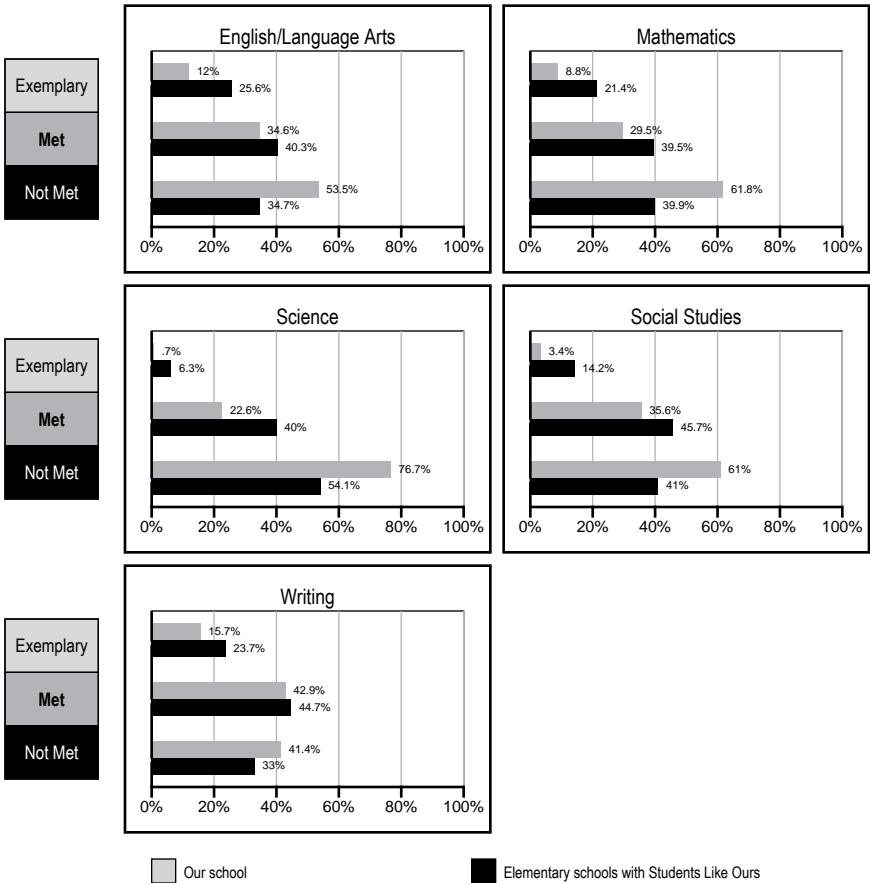
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	67	45	19

* Ratings are calculated with data available by 11/09/2011.

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=463)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.5%	1.1%
Attendance rate	96.5%	Up from 96.0%	95.9%	96.2%
Served by gifted and talented program	1.3%	Down from 2.8%	5.1%	13.4%
With disabilities other than speech	6.8%	Down from 7.7%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Up from 53.3%	61.9%	62.5%
Continuing contract teachers	77.8%	Down from 83.3%	81.8%	88.2%
Teachers returning from previous year	73.1%	No Change	84.5%	87.8%
Teacher attendance rate	93.8%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$45,196	Up 2.3%	\$45,168	\$46,773
Professional development days/teacher	11.3 days	Up from 5.3 days	10.8 days	10.5 days
School				
Principal's years at school	0.0	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 18.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	86.5%	Down from 91.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,287	Down 2.5%	\$8,760	\$7,447
Percent of expenditures for instruction**	59.0%	Down from 63.0%	67.3%	68.4%
Percent of expenditures for teacher salaries**	56.3%	Down from 59.0%	63.8%	65.8%

* 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

The 2010-2011 school year at Estill Elementary School got off to an excellent start. Knowing that the elementary school is a catalyst for developing higher order learning skills; we have used data to drive instruction. MAP and benchmarks results were used to create a school-wide sixty (60) minute ELA intervention block and a fifty (50) minute RIT Band pullout session for all students. Also in an effort to improve our status, students who were identified as in need of extra help attended an after-school program. K-2 Enhancement, 3-5 Enrichment, SCE&G and other Supplemental Education Services all played an integral part in addressing our students' deficiencies. An extended school year provided additional support and reinforcement to students in grades 2-4. As a result of the above implementations, our MAP results from fall to spring showed significant improvement.

In effort to extend learning beyond the normal school day, Estill Elementary provided opportunities for all students and parents to participate in standards based literacy night activities. Students also had the opportunity to participate in several service learning projects. To enhance classroom learning, field trips were incorporated.

The SIC Committee met to discuss, plan and assist in carrying out the various activities and projects to improve the learning environment of our school.

Carl Williams, Principal
James Duncan, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	71	63
Percent satisfied with learning environment	67.9%	75.0%	72.1%
Percent satisfied with social and physical environment	71.4%	63.4%	61.3%
Percent satisfied with school-home relations	34.6%	74.3%	70.7%

* 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

This school met 6 out of 15 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	10.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	229	90.8	49	37.9	13.1	66.2	56.4	82.4	No	No
Gender										
Male	119	87.4	54.5	36.4	9.1	59.6	46.9	78.7	N/A	N/A
Female	109	94.5	43.4	39.4	17.2	72.7	65.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	219	91.3	48.4	38	13.5	66.7	56.7	72.9	No	No
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	45	53.3	N/AV	N/AV	N/AV	38.1	18.6	48.1	I/S	No
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	90.4	49.7	37	13.2	65.1	55.1	75.4	No	No

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	229	99.6	61.6	29.6	8.8	53.7	51.4	81.9	No	Yes
Gender										
Male	119	100	63.4	31.3	5.4	49.1	45.9	79.9	N/A	N/A
Female	109	99.1	59.6	27.9	12.5	58.7	56.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	219	99.5	61.2	30.1	8.6	54.1	51.5	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	45	97.8	N/AV	N/AV	N/AV	7.7	6.5	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	99.5	62.3	29	8.7	52.2	49.5	74.9	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	153	100	76.7	22.6	0.7	23.3	23.6	68.6
Gender								
Male	78	100	N/AV	N/AV	N/AV	20.5	18.6	68.3
Female	75	100	74	24.7	1.4	26	29.1	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	145	100	76.4	22.9	0.7	23.6	23.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	3.1	1.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	149	100	78.9	20.4	0.7	21.1	21.1	57.3
Social Studies								
All Students	152	99.3	61	35.6	3.4	39	39.1	72.5
Gender								
Male	79	100	65.8	31.6	2.6	34.2	34.9	72
Female	73	98.6	55.7	40	4.3	44.3	43.2	73.1
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	81
African American	149	99.3	60.8	35.7	3.5	39.2	39.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	30	96.7	N/AV	N/AV	N/AV	18.5	12.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	146	99.3	62.1	34.3	3.6	37.9	37.2	62.9

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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	75	98.7	40.6	43.5	15.9	59.4	50	73.2	96.5	96.1
Gender										
Male	36	100	47.1	41.2	11.8	52.9	43.6	67.2	96.2	95.8
Female	39	97.4	34.3	45.7	20	65.7	54.9	79.4	96.8	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	81.5	94	93.8
African American	72	98.6	38.8	44.8	16.4	61.2	50.4	61.3	96.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	88.1	88.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.5	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	90
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	25	26	95.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.2	96.9
Socio-Economic Status										
Subsidized meals	69	98.6	42.9	41.3	15.9	57.1	47.8	63.2	96.4	96

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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							
2010	3	83	86.8	51.3	25	23.8	48.8
	4	73	94.5	52.8	40.3	6.9	47.2
	5	83	100	50	39	11	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	77	87	48.4	31.3	20.3	51.6
	4	77	85.7	51.6	40.6	7.8	48.4
	5	75	100	47.1	41.4	11.4	52.9
	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
Mathematics							
2010	3	83	95.2	71.3	18.8	10	28.8
	4	73	94.5	72.2	23.6	4.2	27.8
	5	83	100	63.4	28	8.5	36.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	77	98.7	63.4	26.8	9.9	36.6
	4	77	100	65.3	25.3	9.3	34.7
	5	75	100	55.7	37.1	7.1	44.3
	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							
2010	3	42	100	N/A	N/A	N/A	17.5
	4	73	100	59.7	37.5	2.8	40.3
	5	41	100	80	15	5	20
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	85.7	11.4	2.9	14.3
	4	77	100	N/AV	N/AV	N/AV	26.7
	5	38	100	N/AV	N/AV	N/AV	25
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	41	100	72.5	22.5	5	27.5
	4	73	100	44.4	48.6	6.9	55.6
	5	42	100	61.9	35.7	2.4	38.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	64.9	32.4	2.7	35.1
	4	77	100	60	38.7	1.3	40
	5	37	97.3	58.8	32.4	8.8	41.2
	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							
2010	3	83	100	56.3	27.5	16.3	43.8
	4	73	100	51.4	41.7	6.9	48.6
	5	82	100	50	34.1	15.9	50
	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
2011	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	75	98.7	40.6	43.5	15.9	59.4
	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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