

## Estill Elementary School

318 4th Street  
Estill, SC 29918

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	455 Students	
<b>Principal</b>	Martin Wright	803-625-5030
<b>Superintendent</b>	Dr. Beverly Gurley	803-625-5000
<b>Board Chair</b>	Reverend Benjamin	803-625-3464

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>At-Risk</b>
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	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://www.eoc.sc.gov>

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

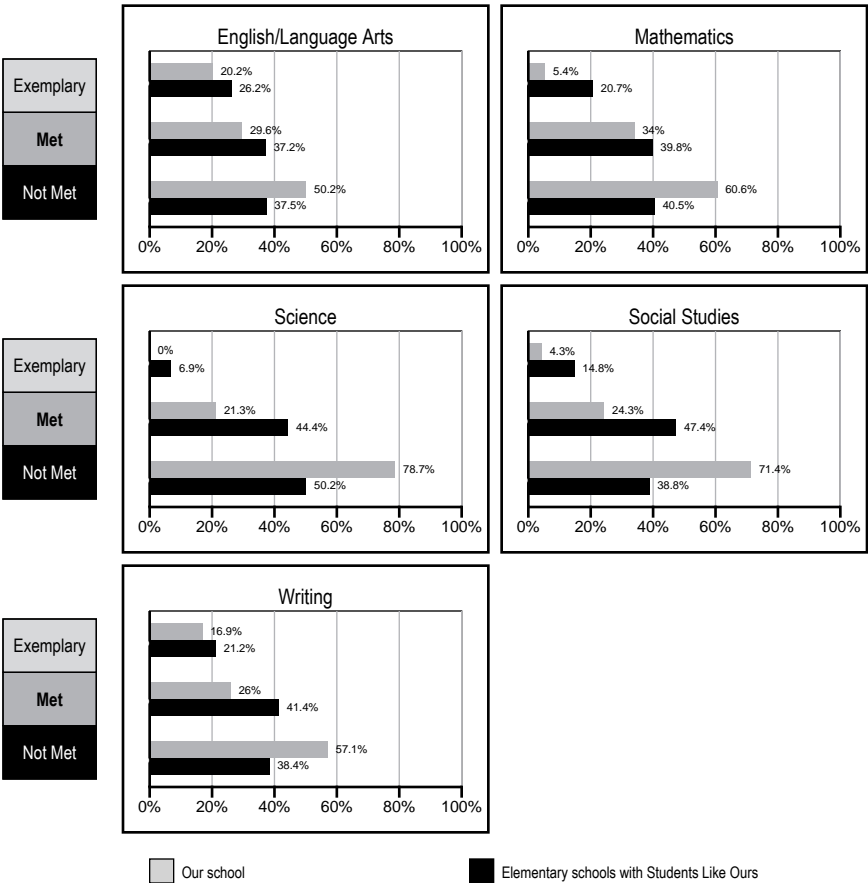
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
1	6	68	46	17

\* Ratings are calculated with data available by 11/07/2012.

**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**

Exempt	"Exempt" 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

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## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=455)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.0%
Attendance rate	95.8%	Down from 96.5%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	72.0%	Up from 59.3%	62.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	80.3%	Up from 73.1%	84.8%	88.7%
Teacher attendance rate	91.8%	Down from 93.8%	95.2%	95.1%
Average teacher salary*	\$43,598	Down 3.5%	\$45,007	\$47,210
Professional development days/teacher	1.5 days	Down from 11.3 days	9.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.0 to 1	20.0 to 1
Prime instructional time	86.6%	Up from 86.5%	90.6%	90.5%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	At-Risk	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,268	Down 12.3%	\$8,355	\$7,247
Percent of expenditures for instruction**	56.8%	Down from 59.0%	66.0%	68.2%
Percent of expenditures for teacher salaries**	52.6%	Down from 56.3%	62.8%	65.7%

\* 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

This has been a transformative year for the learning community of Estill Elementary School. Our school is a Palmetto Priority School as a result of our at – risk rating on our state report card. This rating has strengthened and synergized our pursuit in transforming our school from at – risk to at – promise. In our great transformation, we redirected our attention to student achievement by helping our teachers differentiate reading and math instruction, developing a common language for curricular, instructional and assessment practices, decreasing disciplinary infractions by improving our Positive Behavior Intervention and Support implementation across the school, and increasing parental involvement through family engagement and accountability for all.

The instructional program focused on Reading and Mathematics. Scheduling was reformatted to increase opportunities for teaching and learning in all our classrooms. A common instructional framework for reading was utilized for teachers to provide instruction in the five components of an effective reading program to include: phonemic awareness, phonics, fluency, vocabulary and comprehension. The Math workshop centered on a common instructional framework in order for teachers to deliver effective instruction that provides students the opportunity to practice math fluency and to develop conceptual understanding of mathematical processes. Teachers use benchmark assessments such as MAP (Measures of Academic Progress), CASE 21, and DIBELS to document student progress and make informed instructional decisions about differentiating the content, process, product, or the learning environment as well as to form flexible grouping. Instructional minutes for Related Art classes increased to accommodate for daily collaborative planning and professional learning for all K – 5 teachers.

Our school's commitment in increasing parental involvement ignited passionate conversations about student achievement. This strong sense of involvement changed the way we communicated with our stakeholders. We implemented a weekly Learning Community Announcements newsletter, a common day of the week to send home graded student work, school or community – wide flyers of events and the use of a rapid communication service system designed to send out messages to our community quickly and effectively. We have achieved strong community and family involvement by providing programs such as Parent University, an active School Improvement Council and engaged our parents in activities such as Family Literacy Night, Family Numeracy Night, and Night of the Oscars. We worked to remove barriers and gained additional support from the Department of Mental Health, local area churches through the Good News Club, and received a grant for an afternoon homework center sponsored by the South Carolina Chamber of Commerce and South Carolina Electric & Gas.

Martin L. Wright, Principal  
Inetta Davis, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	78	60
Percent satisfied with learning environment	85.2%	89.7%	83.6%
Percent satisfied with social and physical environment	71.4%	86.8%	79.7%
Percent satisfied with school-home relations	53.6%	80.5%	71.2%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>38.0</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Estill Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	623.8	606.9	569.8	584.5	99.5	100.0
Male	614.9	603.0	563.3	582.6	100.0	100.0
Female	636.0	612.1	580.3	587.0	98.9	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	623.1	605.4	570.0	584.2	99.5	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	584.1	571.8	533.8	556.9	97.2	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	622.9	606.7	569.0	584.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	59	100	28.3	34	37.7	71.7
	4	77	98.7	54.2	29.2	16.7	45.8
	5	78	100	61	27.3	11.7	39
	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	59	100	64.2	28.3	7.5	35.8
	4	77	100	54.8	39.7	5.5	45.2
	5	78	100	63.6	32.5	3.9	36.4
	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	29	100	N/AV	N/AV	N/AV	16
	4	77	100	N/AV	N/AV	N/AV	28.8
	5	39	97.4	N/AV	N/AV	N/AV	10.8
	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
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	3	30	100	78.6	17.9	3.6	21.4
	4	77	100	61.6	32.9	5.5	38.4
	5	39	97.4	84.2	13.2	2.6	15.8
	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
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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	78	100	57.1	26	16.9	42.9
	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

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