

SC Annual School Report Card Summary

Estill Elementary School
Hampton District 2
Grades: PK-5 Enrollment: 455
Principal: Martin Wright
Superintendent: Dr. Beverly Gurley
Board Chair: Reverend Benjamin Burison

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	F	Focus
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A
2010	At-Risk	Below Average	N/A	N/A	Not Met	RP

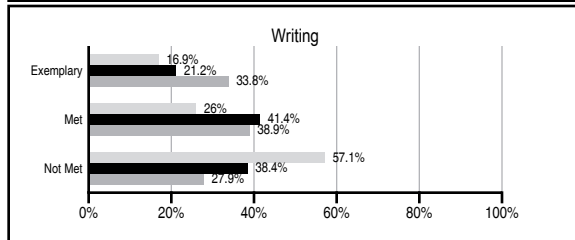
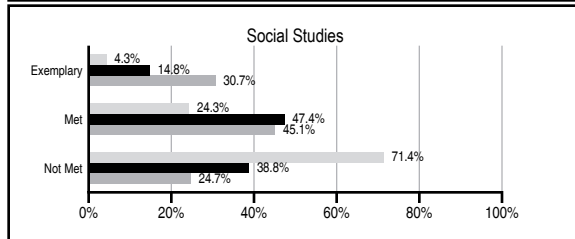
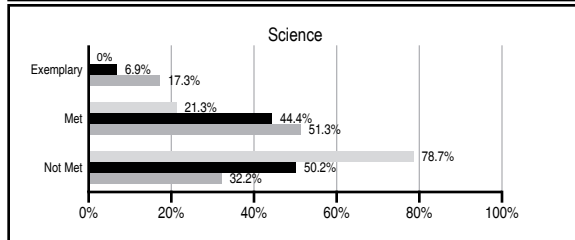
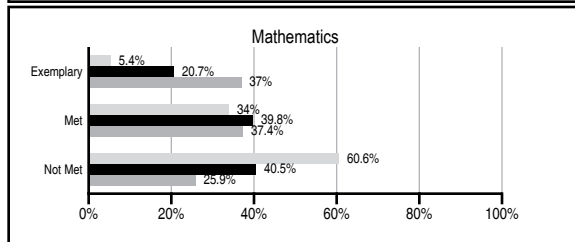
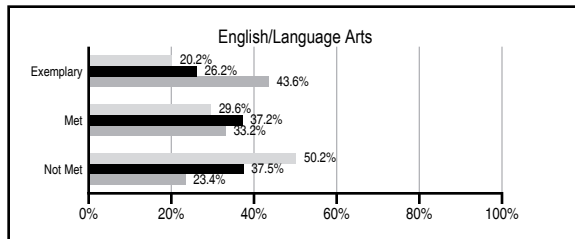
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	6	68	46	17

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

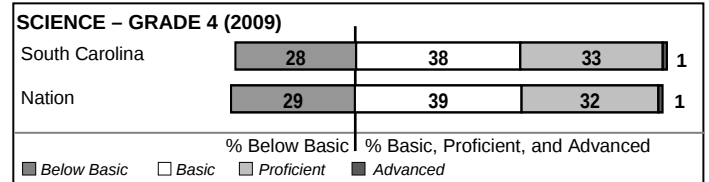
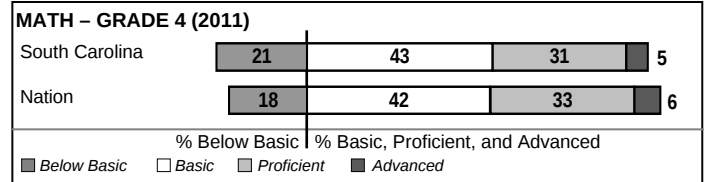
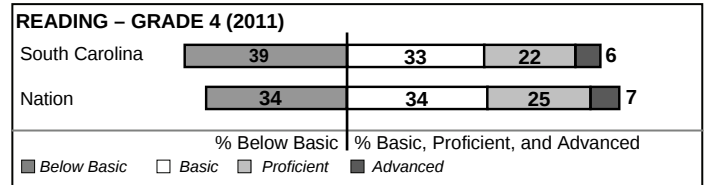
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Estill Elementary School [Hampton District 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=455)				
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%
Teachers (n=25)				
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
Classes not taught by highly qualified teachers	0.0%	Down from 6.2%	0.0%	0.0%
Professional development days/teacher	1.5 days	Down from 11.3 days	9.5 days	10.5 days
School				
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%
ESEA composite index score	38.0	N/A	79.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status