



Estill Elementary School

318 4th Street
Estill, SC 29918

Grades	PK-5 Elementary School	
Enrollment	394 Students	
Principal	Dr. Deborah Martin	803-625-5030
Superintendent	Dr. Beverly Gurley	803-625-5021
Board Chair	Daisey Orr	803-625-2049

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Excellent
2012	At-Risk	At-Risk
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	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

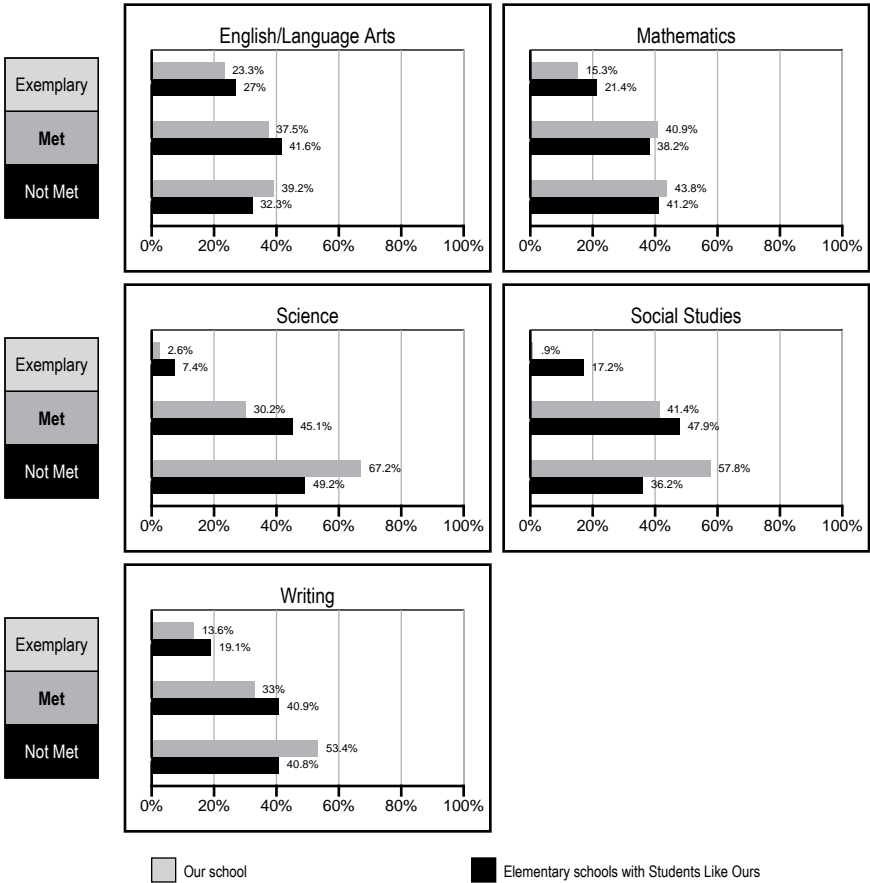
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	73	39	13

* Ratings are calculated with data available by 12/14/2013.

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=394)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	95.4%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	0.5%	N/A	2.5%	7.2%
With disabilities	13.4%	N/A	13.4%	12.4%
Older than usual for grade	2.1%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	17.5%	Up from 0.4%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	69.2%	Down from 72.0%	60.0%	62.5%
Continuing contract teachers	73.1%	Down from 88.0%	73.7%	83.3%
Teachers returning from previous year	77.8%	Down from 80.3%	84.4%	88.3%
Teacher attendance rate	98.1%	Up from 91.8%	94.9%	95.0%
Average teacher salary*	\$42,906	Down 1.6%	\$45,939	\$48,193
Professional development days/teacher	5.3 days	Up from 1.5 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	N/R	17.8 to 1	20.1 to 1
Prime instructional time	91.9%	Up from 86.6%	89.6%	90.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from At-Risk	Excellent	Excellent
Dollars spent per pupil**	\$7,120	Down 2.0%	\$8,612	\$7,364
Percent of expenditures for instruction**	59.0%	Up from 56.8%	67.0%	68.0%
Percent of expenditures for teacher salaries**	53.0%	Up from 52.6%	64.0%	66.0%

* 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

During the 2012-2013 school year, Estill Elementary School continued with its transformation process. Our school is a Focus School as a result of our at – risk rating on our state report card. This rating has supported our quest to continue transforming our school from at – risk to at – promise. As a result of this process, we have redirected the emphasis placed on student achievement by continuing to focus on innovative reading and math instructional strategies, reinforcing a common language for curricular, creating more rigorous formative and summative assessment practices, decreasing disciplinary infractions by enhancing our Positive Behavior Intervention and Support implementation across the school, and increasing parental involvement through family engagements and collaboration.

Scheduling was restructured to maximize opportunities for teaching and learning in all classrooms. We have continued implementing the school's instructional framework across all content areas. The extra allotted instructional time in reading was designed 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. We implemented the 6+ 1 Writing Traits model of instruction and assessment in order to provide a common language for teachers and students to communicate about the characteristics of writing and also to establish a clear vision of what good writing looks like. Additionally, we continued implementing Classworks by Curriculum Advantage in reading and math as an instructional and intervention tool to enhance learning.

Teachers used benchmark assessments such as MAP (Measures of Academic Progress), Data Director, and DIBELS to document student progress and make 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 daily collaborative planning and professional learning for all K – 5 teachers.

Our school's dedication in increasing parental involvement is the foundation in improving student achievement. This mission involves transforming our commitment when communicating with our stakeholders through community collaboration. We have continued with our 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 "Alert Now", our rapid communication service system designed to send out messages to our community quickly and effectively. We have attained strong community and family involvement by providing nightly programs such as: Assessment Night, Literacy Night, Numeracy Night, Night of the Oscars and quarterly honor roll programs. We have made a conscious effort to remove barriers and excuses by strengthening our partnerships with the Department of Mental Health and local area churches. We have added an additional club for those students achieving grade level norms called "SWAGGERS" Students with Academic Greatness.

Dr. Deborah S. Martin , Principal

Inetta Davis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	54	44
Percent satisfied with learning environment	71.4%	68.5%	77.3%
Percent satisfied with social and physical environment	62.1%	67.3%	71.1%
Percent satisfied with school-home relations	51.7%	78.2%	82.9%

* 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 2013, 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.

Overall Weighted Points Total	92.5
Overall Grade Conversion	A

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	2.3%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.9%	0.0%	No
Student attendance rate	95.4%	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
Grades 3-5						
All Students	632.4	623.1	585.0	593.8	99.5	100.0
Male	623.2	620.3	581.1	589.0	100.0	100.0
Female	644.8	626.6	589.7	601.0	98.8	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	631.7	621.4	582.8	592.8	99.4	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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.3	623.2	584.7	594.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	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
2013	3	52	98.1	27.7	31.9	40.4	72.3
	4	59	100	39.3	39.3	21.4	60.7
	5	75	100	45.8	40.3	13.9	54.2
	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
Mathematics							
2012	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
2013	3	52	100	50	33.3	16.7	50
	4	59	100	33.9	48.2	17.9	66.1
	5	75	100	47.2	40.3	12.5	52.8
	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
Science							
2012	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
2013	3	25	100	N/AV	N/AV	N/AV	26.1
	4	59	100	62.5	32.1	5.4	37.5
	5	38	100	N/AV	N/AV	N/AV	29.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	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
2013	3	27	100	N/AV	N/AV	N/AV	36
	4	59	100	N/AV	N/AV	N/AV	48.2
	5	37	100	62.9	34.3	2.9	37.1
	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							
2012	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
2013	3	52	98.1	43.8	41.7	14.6	56.3
	4	59	100	57.1	26.8	16.1	42.9
	5	74	98.7	56.3	32.4	11.3	43.7
	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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