



SC Annual School Report Card Summary

Estill Elementary School
 Hampton 2
 Grades: PK-5 Enrollment: 394
 Principal: Dr. Deborah Martin
 Superintendent: Dr. Beverly Gurley
 Board Chair: Daisey Orr

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
2013	Below Average	Excellent	TBD	TBD	A	Focus
2012	At-Risk	At-Risk	N/A	N/A	F	Focus
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A

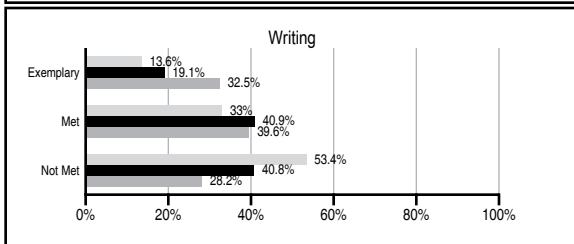
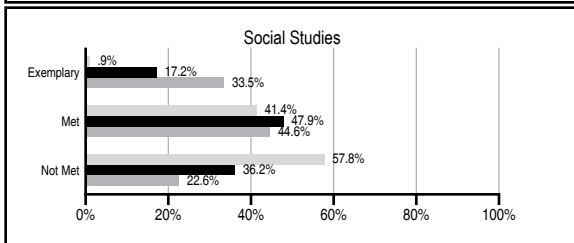
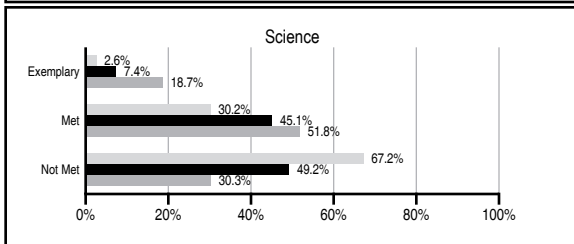
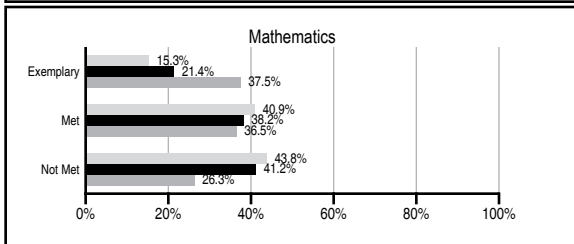
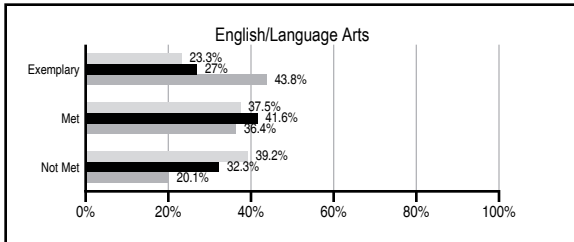
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	73	39	13

* Ratings are calculated with data available by 11/07/2013. 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 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=394)				
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	2.4%	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%	\$45,938	\$48,193
Classes not taught by highly qualified teachers	12.9%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	5.3 days	Up from 1.5 days	10.2 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%	\$8,594	\$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%	63.5%	66.0%
ESEA composite index score	92.5	Up from 38.0	68.1	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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%	77.8%	82.9%

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

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

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.

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