



Estill Middle School

1450 Columbia Hwy Ste B
Estill, SC 29918

Grades	6-8 Middle School	
Enrollment	237 Students	
Principal	Synetria L. Hawkins	803-625-5200
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	At-Risk	Excellent
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	Below Average	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

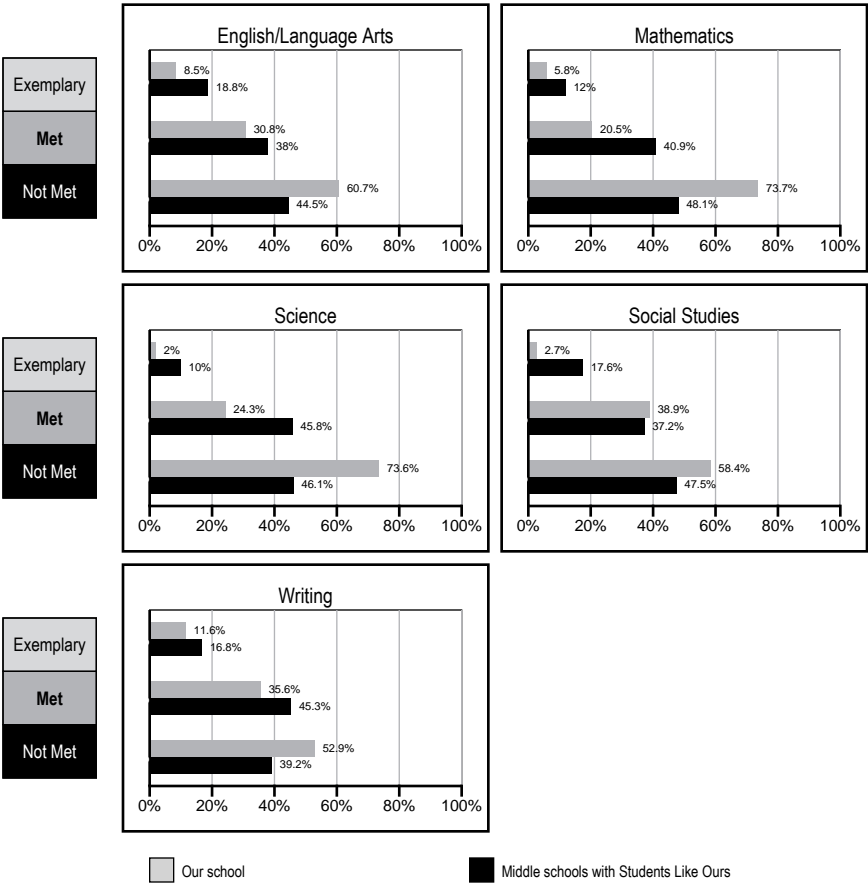
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	32	29	15

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.6%	89.4%
English 1	73.9%	86.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	78.3%	89.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=237)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Up from 8.5%	14.3%	24.6%
Retention rate	0.0%	Down from 1.3%	1.1%	0.6%
Attendance rate	94.3%	Down from 94.5%	95.3%	95.9%
Served by gifted and talented program	5.2%	N/A	7.0%	18.5%
With disabilities	13.9%	N/A	15.8%	13.0%
Older than usual for grade	10.9%	N/A	7.3%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.4%	Down from 5.2%	0.5%	0.6%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	47.1%	Up from 37.5%	60.3%	61.5%
Continuing contract teachers	52.9%	Down from 56.3%	69.7%	77.2%
Teachers returning from previous year	53.8%	Down from 65.7%	80.0%	85.9%
Teacher attendance rate	97.1%	Up from 92.2%	95.2%	94.9%
Average teacher salary*	\$41,230	Down 7.9%	\$44,990	\$47,313
Professional development days/teacher	18.0 days	Up from 7.6 days	9.3 days	10.1 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 18.2 to 1	18.7 to 1	22.1 to 1
Prime instructional time	90.1%	Up from 83.4%	89.1%	89.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 65.0%	98.9%	99.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,480	Down 24.5%	\$9,326	\$7,239
Percent of expenditures for instruction**	50.0%	Up from 42.5%	61.0%	63.0%
Percent of expenditures for teacher salaries**	46.0%	Up from 39.7%	55.0%	61.0%

* 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

The mission of Estill Middle School is to prepare students to be successful, responsible citizens by providing challenging educational experiences; and we are definitely making strides to ensure that all our students are well-rounded in all areas of academia. At Estill Middle School, we have implemented several initiatives that have led to the improvement of both our school climate and our academic status. These initiatives have allowed us to be more successful in the classroom and have given us an increase in the number of students who have received academic awards throughout the year.

One of those initiatives has been the full implementation of Direct Instruction which has allowed us to see great improvement in our students' comprehension and reading levels. We also have a large percentage of our students that have been placed in our ninety percent club based upon their DI reading scores and improvement levels. The Direct Instruction classes are focused primarily on Reading and ELA skills that our students are expected to complete and master. It is evaluated daily as well as weekly at three different formats: exercise by exercise during lessons, day to day for completion of entire lessons and formally at five to ten lesson intervals based on their skill level using mastery tests and reading checkouts that are built in the program setup. Once the lessons are completed and mastered, the mastery assessment is used to determine the advancement of the student to accelerate to the next level in the curriculum. Our Extended-Day Café was also instrumental in helping to improve student learning and achievement. During the Extended-Day Café, students were allowed the opportunity to go to the library or to a tutorial session in the mornings before school started or at the end of the school day. Students participated in both acceleration and remediation programs during these times as well. We have also incorporated student job shadowing and virtual job shadowing for all grades to help students decide what field of interest they would like to participate in once they graduate. These two initiatives give the students a feel for the occupation that they are interested in and helps them to decide whether or not this is the occupation that they would like to pursue. Through our Gear-Up and Guidance departments, we have also had a number of Career Fairs at the school where students were allowed the opportunity to hear from representatives from various companies and occupations that may have been of interest to them. Each of these Career Fairs have been a success and has encouraged our students to want to do better academically so that they can achieve success in their adult lives; as well as greatly increasing our students' career expectations.

Synetria L. Hawkins, Interim Principal

Mary Stokes, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	72	41
Percent satisfied with learning environment	60%	55.6%	36.6%
Percent satisfied with social and physical environment	75%	59.2%	37.5%
Percent satisfied with school-home relations	50%	69%	52.5%

* Only students at the highest middle 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	65.1
Overall Grade Conversion	D

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 Middle 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	11.5%	0.0%	No
Student attendance rate	94.3%	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 6-8						
All Students	605.3	600.2	579.5	587.5	100.0	100.0
Male	597.1	595.0	579.1	583.0	100.0	100.0
Female	613.0	605.1	579.7	591.6	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	605.3	599.5	579.2	586.7	100.0	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	561.7	572.0	545.2	567.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	603.1	598.5	578.3	585.9	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	71.2	20.5	8.2	28.8
	7	89	100	80.7	13.3	6	19.3
	8	70	100	63.2	25	11.8	36.8
2013	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	75	100	63.9	26.4	9.7	36.1
	7	74	100	50.7	42.5	6.8	49.3
	8	81	100	67.1	24.1	8.9	32.9
Mathematics							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	72.6	21.9	5.5	27.4
	7	89	100	77.1	18.1	4.8	22.9
	8	70	100	80.9	14.7	4.4	19.1
2013	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	75	100	70.8	25	4.2	29.2
	7	74	100	80.8	15.1	4.1	19.2
	8	81	100	69.6	21.5	8.9	30.4
Science							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	N/AV	N/AV	N/AV	22.2
	7	89	98.9	92.7	6.1	1.2	7.3
	8	35	100	N/AV	N/AV	N/AV	42.9
2013	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	57.1	40	2.9	42.9
	7	74	100	71.2	27.4	1.4	28.8
	8	41	100	92.5	5	2.5	7.5

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	39	100	35.1	54.1	10.8	64.9
	7	89	100	85.5	13.3	1.2	14.5
	8	35	100	51.5	30.3	18.2	48.5
2013	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	38	100	N/AV	N/AV	N/AV	56.8
	7	74	100	69.9	28.8	1.4	30.1
	8	40	100	51.3	41	7.7	48.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	70	98.6	54.4	32.4	13.2	45.6
2013	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	74	100	59.7	31.9	8.3	40.3
	7	74	98.7	47.2	40.3	12.5	52.8
	8	80	100	51.3	35	13.8	48.8

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