



ESTILL MIDDLE

555 Third Street West
Estill, South Carolina

Grades	6-8 Middle School	
Enrollment	231 Students	
Principal	Julia B. Lee	803-625-5200
Superintendent	Dr. Deonia A. Simmons	803-625-5001
Board Chair	Benjamin Burison	803-625-5002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	Below Average	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.5%

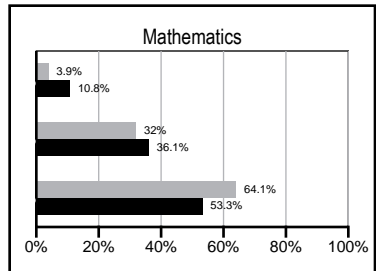
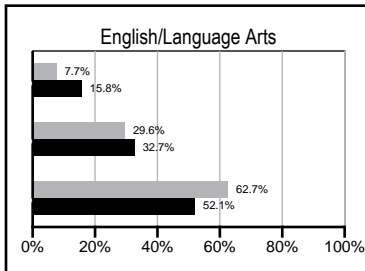
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	26	22

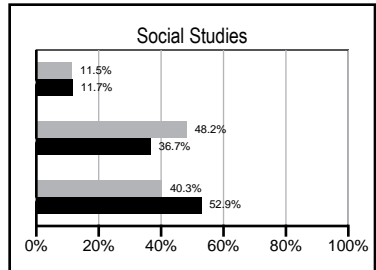
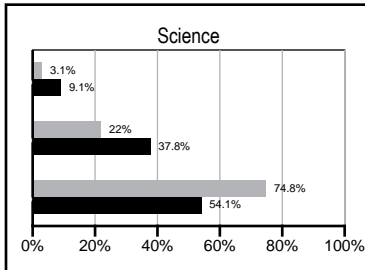
* Ratings are calculated with data available by 11/10/2010.

Palmetto Assessment of State Standards (PASS)

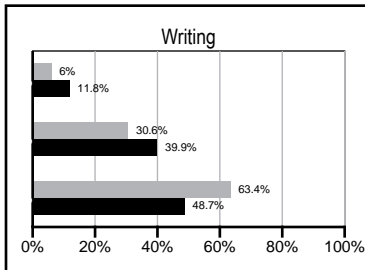
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school Middle schools with Students Like Ours

* 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	68.8%	88.5%
English 1	72.2%	90.6%
Physical Science	29.4%	42.1%
US History and the Constitution	N/A	N/A
All Subjects	56.9%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=231)				
Students enrolled in high school credit courses (grades 7 & 8)	13.8%	Up from 12.2%	13.7%	24.2%
Retention rate	1.8%	Up from 0.4%	1.1%	0.7%
Attendance rate	94.7%	Down from 95.0%	95.4%	95.9%
Eligible for gifted and talented	4.9%	Up from 0.0%	5.1%	16.4%
With disabilities other than speech	18.1%	Down from 19.3%	14.8%	12.0%
Older than usual for grade	3.9%	Down from 5.8%	4.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	31.6%	Down from 45.8%	57.0%	58.5%
Continuing contract teachers	52.6%	Down from 54.2%	66.0%	80.0%
Teachers with emergency or provisional certificates	13.3%	Down from 25.0%	11.3%	4.0%
Teachers returning from previous year	63.6%	Down from 72.9%	76.9%	84.6%
Teacher attendance rate	96.4%	N/R	95.4%	95.4%
Average teacher salary*	\$46,723	Up 5.4%	\$44,863	\$46,561
Professional development days/teacher	9.1 days	Up from 5.0 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 20.2 to 1	16.3 to 1	21.1 to 1
Prime instructional time	89.5%	N/R	89.6%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	81.7%	Up from 74.0%	97.1%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$14,718	Up 22.1%	\$10,588	\$7,802
Percent of expenditures for instruction**	53.0%	Down from 58.7%	60.2%	63.8%
Percent of expenditures for teacher salaries**	49.0%	Down from 49.5%	55.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Estill Middle School is where we believe if we are here (attendance), with the right mindset (attitude), then achievement (academics) is inevitable, this creates a Triple "A" school where hard work pays off. At EMS, we know that we have students who are capable of going above and beyond what we as instructors can ever ask or think. We believe it takes a variety of strategies to reach and teach our children who may need that extra thrust to get to the next phase of learning.

For the past 3 years we are continuing to make advancements. Advancement to us is obtaining milestones of continued success, one step at a time until we reach our destination of excellence. We continue to shine down the progression track where continuous darkness may appear. This track represents the countless moments, seconds, minutes, hours, days, months and years of accomplishments that we have acquired and maintained.

The 2010 – 2011 school year brought a level of excitement and expectations for new initiatives: Success for All (Students), Power of Teaching (Teachers), and Learning Teams (Faculty and Staff), these initiatives will enhance our school collaborative and academic setting. Our current initiatives will be mainstreamed with our new initiatives to create an atmosphere of continual achievement. We know this can be done and we are the school that can make it happen.

We are constantly making strives toward our goal which is to obtain exemplary on our absolute and improvement ratings and make our annual yearly progress (AYP). Our present accolades include receiving several grants: Technology, Dollar General and Two Bright Ideas grants, presentations at the Ed-Tech, Summer Leadership and Math conferences, and receiving one of our greatest acknowledgments: the Absolute Rating from Unsatisfactory to Below Average. We are continuing to maintain our parental involvement of 80%. Our Positive Behavioral Intervention Support (PBIS) store is fully operational and MAP incentives were distributed to students who increased 5 or more points on Reading and Math. Once again, we received an award from the Palmetto Priority School for meeting expected progress.

We know we still have an extension marathon and we understand that the race has not been given to the swift but to the one who endures to the end. At EMS, we have the stamina to complete the task of reaching that exemplary finish line. In this effort we know it will take all of us working together to accomplish our goal of reaching the next level of performance.

Julia Lee, Principal and Teshia Frazier, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	63	7
Percent satisfied with learning environment	77.8%	69.4%	I/S
Percent satisfied with social and physical environment	76.5%	75.8%	I/S
Percent satisfied with school-home relations	47.1%	74.6%	I/S

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/AV	N/AV
Classes in high poverty schools not taught by highly qualified teachers	N/AV	N/AV

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/AV	0.0%	N/AV
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	222	99.6	64.4	27.8	7.9	54.6	62.2	83.5	No	Yes
Gender										
Male	116	99.1	77.5	18.9	3.6	45	53.9	80.1	N/A	N/A
Female	106	100	50.5	37.1	12.4	64.8	70.5	87	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	89.6	I/S	I/S
African American	212	99.5	66	26.7	7.3	53.9	61.8	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	76.9	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	45	97.8	86.4	11.4	2.3	27.3	31.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	99.5	65.9	28.8	5.3	52.9	60.7	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	222	99.6	65.3	31	3.7	51.9	50.4	80.4	No	Yes
Gender										
Male	116	99.1	66.7	31.5	1.8	46.8	42.1	78.4	N/A	N/A
Female	106	100	63.8	30.5	5.7	57.1	58.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	87.8	I/S	I/S
African American	212	99.5	66.5	30.6	2.9	51	49.8	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	45	97.8	95.5	2.3	2.3	15.9	15.4	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	99.5	67.8	29.8	2.4	50	48.7	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	146	100	73.2	22.5	4.2	26.8	27.7	67.3
Gender								
Male	71	100	80.6	17.9	1.5	19.4	22.1	66.9
Female	75	100	66.7	26.7	6.7	33.3	33.1	67.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6
African American	141	100	73	22.6	4.4	27	27.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	31	100	N/A	N/A	N/A	3.2	3.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	139	100	76.3	20.7	3	23.7	25.5	55.4
Social Studies								
All Students	142	100	40.7	47.9	11.4	59.3	51	70.9
Gender								
Male	74	100	39.7	47.9	12.3	60.3	51	70.1
Female	68	100	41.8	47.8	10.4	58.2	51	71.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	79.2
African American	134	100	41.7	47.7	10.6	58.3	50	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	14.3	12.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	137	100	42.2	48.1	9.6	57.8	49.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	222	98.7	63.3	30.7	6	36.7	42.1	72.1	94.7	95.6
Gender										
Male	115	99.1	75.7	23.4	0.9	24.3	28.9	65.2	94.4	95.2
Female	107	98.1	50	38.5	11.5	50	55.6	79.2	95	95.9
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	80.8	91.6	90.8
African American	212	98.6	64.4	29.8	5.9	35.6	41.6	59.7	94.6	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.5	64.6	96.8	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	45	93.3	N/AV	N/AV	N/AV	4.8	5.6	27.7	94	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	214	98.6	65.2	30	4.8	34.8	41	61.9	94.6	95.5

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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							
2009	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	73	98.6	64.3	27.1	8.6	35.7
	7	78	100	57.5	34.2	8.2	42.5
	8	80	98.8	60	29.2	10.8	40
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	82	100	58.8	38.8	2.5	41.3
	7	67	100	63.6	18.2	18.2	36.4
	8	73	98.6	71.4	24.3	4.3	28.6
Mathematics							
2009	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	73	98.6	57.1	37.1	5.7	42.9
	7	78	100	67.1	26	6.8	32.9
	8	80	100	61.5	29.2	9.2	38.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	82	100	75	22.5	2.5	25
	7	67	100	59.1	39.4	1.5	40.9
	8	73	98.6	60	32.9	7.1	40
Science							
2009	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	36	100	N/AV	N/AV	N/AV	22.2
	7	78	100	52.1	42.5	5.5	47.9
	8	41	100	65.6	25	9.4	34.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	42	100	87.8	9.8	2.4	12.2
	7	67	100	66.7	30.3	3	33.3
	8	37	100	68.6	22.9	8.6	31.4
Social Studies							
2009	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	36	100	14.7	58.8	26.5	85.3
	7	78	100	42.5	32.9	24.7	57.5
	8	39	100	42.4	39.4	18.2	57.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	40	100	17.9	79.5	2.6	82.1
	7	67	100	43.9	36.4	19.7	56.1
	8	35	100	60	34.3	5.7	40

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Writing							
2009	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	98.7	52.1	32.4	15.5	47.9
	7	75	96	55.7	38.6	5.7	44.3
	8	81	98.8	32.8	55.2	11.9	67.2
2010	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	81	100	63.8	31.3	5	36.3
	7	68	100	59.7	32.8	7.5	40.3
	8	73	95.9	66.2	27.9	5.9	33.8

Abbreviations for Missing Data

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