



## Dutch Fork Elementary

7900 Broad River Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	578 Students	
<b>Principal</b>	June Lominack	803-476-3900
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	At-Risk
2006	Good	Average
2005	Excellent	Excellent
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

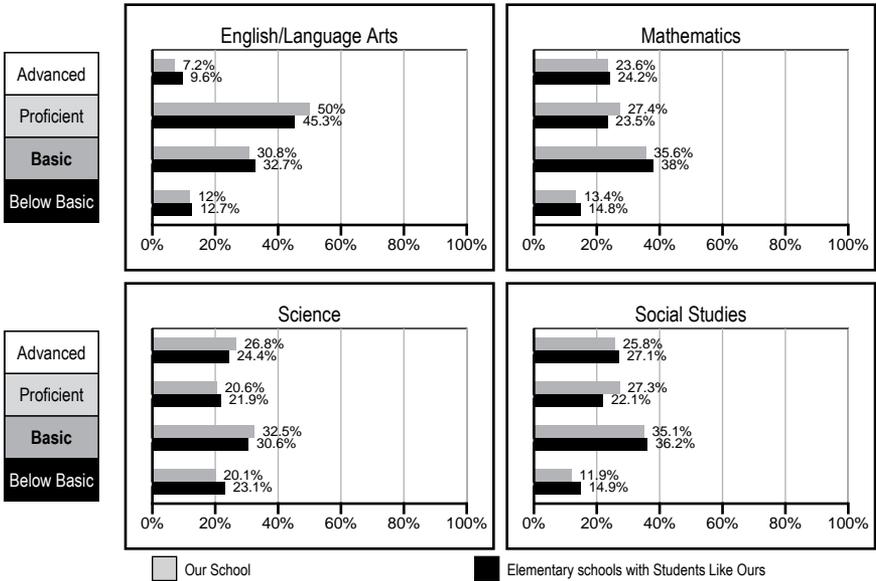
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	19	22	2	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=578)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.6%	2.3%
Attendance rate	97.0%	Up from 96.9%	96.7%	96.3%
Eligible for gifted and talented	24.7%	Down from 24.9%	17.9%	10.4%
With disabilities other than speech	4.7%	Down from 5.8%	6.5%	7.5%
Older than usual for grade	0.0%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	65.3%	Up from 61.9%	60.8%	56.7%
Continuing contract teachers	79.6%	Down from 81.0%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 81.6%	87.0%	86.4%
Teacher attendance rate	93.1%	Up from 91.2%	94.9%	94.9%
Average teacher salary	\$46,664	Up 4.3%	\$46,965	\$45,345
Professional development days/teacher	10.1 days	Down from 16.0 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.8 to 1	19.8 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 86.4%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,966	Up 11.6%	\$6,643	\$7,052
Percent of expenditures for instruction*	61.7%	Down from 62.2%	70.5%	69.1%
Percent of expenditures for teacher salaries*	60.2%	Down from 60.4%	66.8%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Our theme, "We are Family," continues to echo throughout the hallways of Dutch Fork Elementary School (DFES). We strive for excellence in teaching and learning in an environment that affirms, values, and provides meaningful and rigorous academic experiences. The faculty, staff, students, parents, PTO, and School Improvement Council all work closely together to provide a warm, nurturing atmosphere.

Again this year, DFES received recognition for "Closing the Achievement Gap." For the sixth consecutive year, we met all 19 standards for "Adequate Yearly Progress," which are a part of the No Child Left Behind federal legislation requirements. More students met their academic goals on MAP math and reading than in 2006-2007.

DFES continues to strive for improvement in the education and development of our children. We added Compass Learning, a research-based curriculum, that is aligned to state and national standards. This web-based program provides diagnostic-prescriptive assessments based on the students' Map scores. Our SIC realized its goal of establishing an on-site, after-school program, Kit Klub. We enrolled approximately 120 students who participated in dance, physical education, homework and social sessions, computer lab, and cooking classes.

We also continued many of the programs from previous years, including Terrific Kids, Students of Distinction, Radical Recyclers, Chess Club, PE Intramurals, Holiday Store, Fun Day, GEMS, Student Council, talent shows, art displays, Spanish school store, Readers' Theater, Bingo Night, Fall Fest, Cici's Night, and Wendy's Night. Author Jarrett J. Krosoczka visited in April, and Fode Camara, an African drummer, was our Artist-In-Education this year. Our very supportive PTO helped raise money to erect a rock-wall in our gymnasium.

We are proud of our school, students, parents, staff, and community. We expect to grow and improve as we continue the rigorous level of education that we provide. We invite you to visit our school family and be a participant in all of the exciting activities that we have to share with you.

Janet Bowen, School Improvement Council Chair  
June Lominack, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	100	62
Percent satisfied with learning environment	95.7%	83.8%	90.3%
Percent satisfied with social and physical environment	95.7%	88.8%	88.7%
Percent satisfied with school-home relations	100.0%	85.0%	85.5%

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

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School Adequate Yearly Progress

NO

This school met 19 out of 21 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

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	309	100	12	30.8	50	7.2	65.4	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	160	100	17.4	33.6	45.6	3.4	56.4	55.3	41.7	N/A	N/A
Female	149	100	6.3	28	54.5	11.2	74.8	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	139	100	3.8	24.1	59.4	12.8	80.5	71.8	60	Yes	Yes
African American	152	100	18.5	38.4	40.4	2.7	52.1	41.1	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	12	100	33.3	11.1	55.6	0	55.6	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	39	29.3	26.8	4.9	39	26.6	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	102	100	19.6	33.7	42.4	4.3	53.3	38.6	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	309	100	13.4	35.6	27.4	23.6	62.7	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	160	100	15.4	33.6	26.2	24.8	63.1	64.6	45.6	N/A	N/A
Female	149	100	11.2	37.8	28.7	22.4	62.2	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	139	100	1.5	28.6	30.1	39.8	81.2	74.8	59	Yes	Yes
African American	152	100	24	40.4	26	9.6	45.9	39	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	12	100	22.2	44.4	22.2	11.1	44.4	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	26.8	46.3	12.2	14.6	34.1	32.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	102	100	23.9	40.2	23.9	12	48.9	39.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	205	100	20.1	32.5	20.6	26.8	47.4	51	35.7	97	96.7
<b>Gender</b>											
Male	102	100	21.1	28.4	21.1	29.5	50.5	53.6	37.4	97	96.6
Female	103	100	19.2	36.4	20.2	24.2	44.4	48.4	33.8	96.9	96.8
<b>Racial/Ethnic Group</b>											
White	90	100	7.1	25.9	30.6	36.5	67.1	61.5	49.2	96.8	96.7
African American	103	100	30.7	37.6	11.9	19.8	31.7	26.2	17	97.2	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97.9	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	95.5	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	97
<b>Disability Status</b>											
Disabled	30	100	31	27.6	31	10.3	41.4	28.6	14	96.6	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	96.8	96.8
<b>Socio-Economic Status</b>											
Subsided meals	69	100	34.9	39.7	17.5	7.9	25.4	26.9	21.1	96.3	95.7
<b>Social Studies</b>											
All Students	206	100	11.9	35.1	27.3	25.8	53.1	51.9	34	97	96.7
<b>Gender</b>											
Male	106	100	14.1	24.2	34.3	27.3	61.6	55.7	36.6	97	96.6
Female	100	100	9.5	46.3	20	24.2	44.2	47.9	31.3	96.9	96.8
<b>Racial/Ethnic Group</b>											
White	93	100	3.3	31.1	30	35.6	65.6	60.1	44.5	96.8	96.7
African American	100	100	21.1	40	22.1	16.8	38.9	31.5	19.1	97.2	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97.9	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	95.5	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	97
<b>Disability Status</b>											
Disabled	31	100	23.3	33.3	26.7	16.7	43.3	30.5	14.4	96.6	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	96.8	96.8
<b>Socio-Economic Status</b>											
Subsided meals	62	100	25.5	34.5	23.6	16.4	40	28.8	21	96.3	95.7

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	99	99	12	38	45.7	4.3	50
	4	97	100	10.6	24.5	60.6	4.3	64.9
	5	93	100	6.5	51.1	41.3	1.1	42.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	104	100	11.2	22.4	54.1	12.2	66.3
	4	102	100	15.6	34.4	43.8	6.3	50
	5	103	100	9.2	35.7	52	3.1	55.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	99	100	16.1	52.7	22.6	8.6	31.2
	4	97	100	12.8	20.2	30.9	36.2	67
	5	93	100	8.7	33.7	39.1	18.5	57.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	104	100	14.3	42.9	25.5	17.3	42.9
	4	102	100	21.9	33.3	19.8	25	44.8
	5	103	100	4.1	30.6	36.7	28.6	65.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	49	100	37.8	24.4	22.2	15.6	37.8
	4	97	100	16	27.7	29.8	26.6	56.4
	5	46	100	17.4	37	19.6	26.1	45.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	16.3	34.7	28.6	20.4	49
	4	102	100	25	36.5	16.7	21.9	38.5
	5	51	100	14.3	22.4	20.4	42.9	63.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	50	100	2.1	37.5	39.6	20.8	60.4
	4	97	100	14.9	34	27.7	23.4	51.1
	5	47	100	10.9	41.3	26.1	21.7	47.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	8.2	34.7	38.8	18.4	57.1
	4	102	100	16.7	40.6	24	18.8	42.7
	5	52	100	6.1	24.5	22.4	46.9	69.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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