



DACUSVILLE ELEMENTARY

2671 Earls Bridge Rd.
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	655 Students	
Principal	Michael W. Fleming	864-859-7429
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

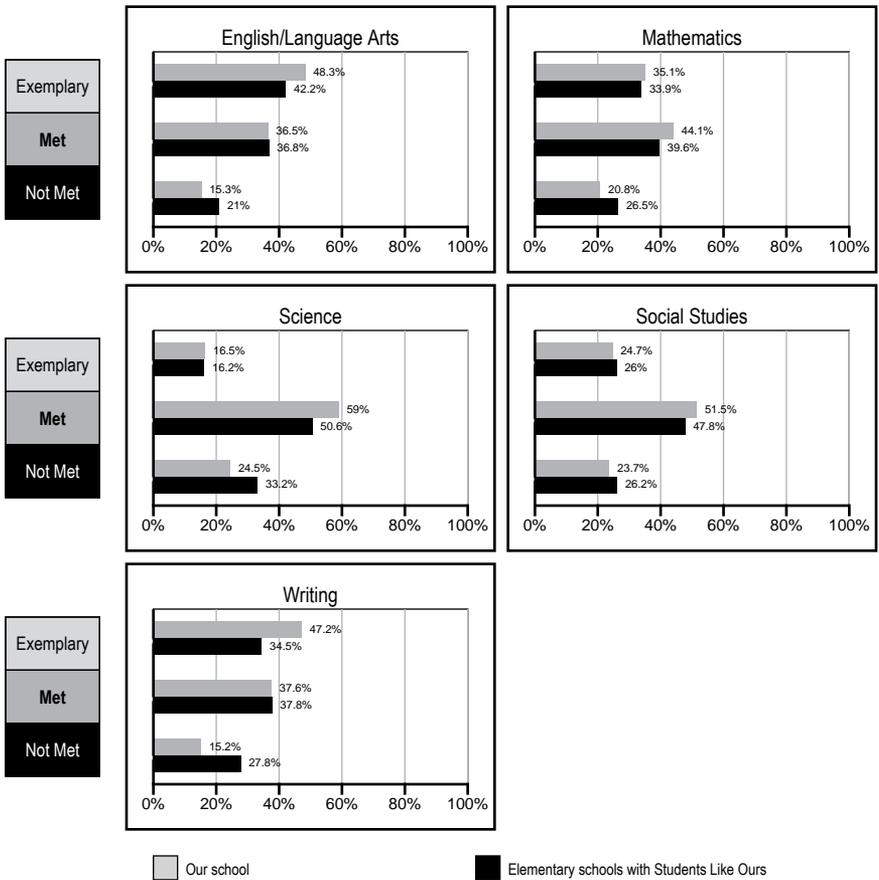
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	28	67	1	0

* Ratings are calculated with data available by 03/09/2011.

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=655)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 5.2%	1.1%	1.2%
Attendance rate	96.2%	Down from 96.3%	96.0%	96.1%
Eligible for gifted and talented	18.5%	Up from 11.9%	12.2%	11.7%
With disabilities other than speech	7.8%	Up from 7.1%	8.5%	8.0%
Older than usual for grade	0.4%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	41.0%	Down from 47.6%	59.2%	60.5%
Continuing contract teachers	76.9%	Up from 73.8%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 84.3%	87.6%	87.0%
Teacher attendance rate	98.7%	Up from 94.7%	95.5%	95.4%
Average teacher salary*	\$45,163	Down 0.5%	\$47,182	\$47,288
Professional development days/teacher	13.5 days	Down from 13.8 days	9.8 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.1 to 1	19.4 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 89.7%	90.9%	90.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,790	Down 5.2%	\$7,269	\$7,548
Percent of expenditures for instruction**	60.7%	Up from 60.1%	67.8%	68.7%
Percent of expenditures for teacher salaries**	57.4%	Up from 54.1%	64.5%	65.1%

* 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

Dacusville Elementary School serves a larger rural community in the northeastern corner of Pickens County. The faculty of 44 members and staff of 35 members take pride in the educational opportunities we offer our 643 students and their parents. We have an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor, Zest Quest coach, and three Therapeutic Behavioral counselors work to meet needs and coordinate outside services for students and families in need of assistance.

Students participate in Accelerated Reader, Classworks, and other computer-based instruction as a means of remediation and acceleration. An accelerated math course was implemented for the fifth grade. The Zest Quest program promotes fitness and nutrition with weekly lessons in every classroom. Fitness for Fun and the DES running club offer students the opportunity for additional physical activity.

DES is proud to have four teachers who have earned National Board certification. Four additional teachers are in the process of earning their national certification.

DES is a Red Carpet school and participates in various academic and enrichment programs, such as Duke University Academy of Science Competitions, Lifelong Guidelines and Lifeskills, Traveling Trash Bash, Presidential awards for achievement and excellence, and many others. DES earned silver awards for both academic achievement and closing the achievement gap for 2008-2009.

Dacusville Elementary School will continue to seek methods and means for preparing students for success beyond the classroom. Our goal is to make DES a happy place where all are learning.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	84	47
Percent satisfied with learning environment	92.9%	85.7%	91.5%
Percent satisfied with social and physical environment	92.9%	85.7%	87.2%
Percent satisfied with school-home relations	87.8%	83.3%	91.5%

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

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 17 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

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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	301	100	15.3	36.5	48.3	92.4	87.2	83.5	Yes	Yes
Gender										
Male	157	100	19.3	36.7	44	90.7	84	80.1	N/A	N/A
Female	144	100	10.9	36.2	52.9	94.2	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	283	100	13.7	37.8	48.5	93.3	88.7	89.6	Yes	Yes
African American	13	100	38.5	15.4	46.2	69.2	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	44	100	61	31.7	7.3	63.4	57.1	51.7	Yes	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	1	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	185	100	18.5	38.7	42.8	90.8	81.6	76.9	Yes	Yes

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

All Students	301	100	20.8	44.1	35.1	89.2	83.8	80.4	Yes	Yes
Gender										
Male	157	100	24.7	33.3	42	87.3	81.7	78.4	N/A	N/A
Female	144	100	16.7	55.8	27.5	91.3	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	283	100	19.6	45.6	34.8	89.6	85.6	87.8	Yes	Yes
African American	13	100	46.2	23.1	30.8	76.9	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	44	100	56.1	36.6	7.3	65.9	51.2	46.1	Yes	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	1	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	185	100	26	44.5	29.5	86.7	76.6	72.8	Yes	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	209	100	24.5	59	16.5	75.5	76.1	67.3
Gender								
Male	110	100	22.9	59	18.1	77.1	76.1	66.9
Female	99	100	26.3	58.9	14.7	73.7	76.2	67.7
Racial/Ethnic Group								
White	197	100	25	58.5	16.5	75	78.5	79.6
African American	8	I/S	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	28	100	N/A	N/A	N/A	42.3	43.7	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	1	I/S	I/S	I/S	I/S	I/S	68.5	58.6
Socio-Economic Status								
Subsidized meals	134	100	28.6	57.9	13.5	71.4	65.7	55.4
Social Studies								
All Students	206	100	23.7	51.5	24.7	76.3	77	70.9
Gender								
Male	103	100	30	41	29	70	76	70.1
Female	103	100	17.3	62.2	20.4	82.7	78	71.7
Racial/Ethnic Group								
White	192	100	22.3	53.3	24.5	77.7	78.5	79.2
African American	11	100	45.5	27.3	27.3	54.5	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	30	100	62.1	31	6.9	37.9	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	124	100	28.2	52.1	19.7	71.8	67.4	60.8

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	302	100	15.2	37.6	47.2	84.8	79.4	72.1	96.2	96.2
Gender										
Male	158	100	23.8	34.4	41.7	76.2	72.7	65.2	96.3	96.2
Female	144	100	5.8	41	53.2	94.2	86.5	79.2	96	96.2
Racial/Ethnic Group										
White	284	100	14.3	37.5	48.2	85.7	81.3	80.8	96.1	96.1
African American	13	100	30.8	46.2	23.1	69.2	65.4	59.7	97.1	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	N/A	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	64.6	99.4	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	62.1	73.4	92.1	95.1
Disability Status										
Disabled	45	100	59.5	35.7	4.8	40.5	34.8	27.7	95.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.5	63.7	99.4	97.4
Socio-Economic Status										
Subsidized meals	184	100	17.9	41	41	82.1	69.8	61.9	95.7	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	119	100	17.8	27.1	55.1	82.2
	4	91	100	9.5	45.2	45.2	90.5
	5	95	100	16.1	55.9	28	83.9
	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
2010	3	90	100	10.3	23	66.7	89.7
	4	114	100	16.4	37.3	46.4	83.6
	5	97	100	18.7	48.4	33	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	119	100	26.3	39	34.7	73.7
	4	91	100	7.1	60.7	32.1	92.9
	5	95	100	20.4	57	22.6	79.6
	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
2010	3	90	100	16.1	37.9	46	83.9
	4	114	100	18.2	44.5	37.3	81.8
	5	97	100	28.6	49.5	22	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	27.1	49.2	23.7	72.9
	4	91	100	15.5	72.6	11.9	84.5
	5	47	100	19.6	76.1	4.3	80.4
	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
2010	3	46	100	25	36.4	38.6	75
	4	114	100	21.8	67.3	10.9	78.2
	5	49	100	30.4	60.9	8.7	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	59	100	6.8	52.5	40.7	93.2
	4	91	100	17.9	58.3	23.8	82.1
	5	48	100	42.6	42.6	14.9	57.4
	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
2010	3	44	100	14	53.5	32.6	86
	4	114	100	18.2	54.5	27.3	81.8
	5	48	100	46.7	42.2	11.1	53.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	119	98.3	13.9	24.3	61.7	86.1
	4	91	97.8	12	34.9	53	88
	5	95	99	10.9	41.3	47.8	89.1
	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
2010	3	90	100	11.5	31	57.5	88.5
	4	115	100	14.3	35.7	50	85.7
	5	97	100	19.8	46.2	34.1	80.2
	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

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