



DUTCH FORK HIGH

1400 Old Tamah Road
Irmo, SC 29063

Grades	9-12 High School	
Enrollment	2,082 Students	
Principal	Gregory L. Morton	803-476-3300
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	3	1	0	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	94.2%	89.8%	91.5%	91.0%	84.8%	88.1%
Passed 1 subtest (%)	2.8%	5.8%	5.4%	5.5%	9.1%	7.1%
Passed no subtests (%)	3.0%	4.3%	3.1%	3.9%	6.0%	4.8%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	97.0%	95.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	562	496	448	471
Number of Graduates in Cohort	479	434	358	379
Rate	85.2%	87.5%	76.0%	80.9%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	84.7%	84.1%
English 1	85.0%	80.8%
Physical Science	71.7%	71.9%
US History and the Constitution	63.7%	59.1%
All Tests	75.4%	73.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=2,082)				
Retention rate	3.3%	Down from 5.7%	3.9%	3.7%
Attendance rate	98.3%	Up from 96.3%	96.6%	95.4%
Eligible for gifted and talented	36.7%	Up from 34.9%	25.8%	12.4%
With disabilities other than speech	8.7%	Down from 8.8%	8.8%	12.8%
Older than usual for grade	5.1%	Up from 4.8%	5.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.2%	0.9%	1.1%
Enrolled in AP/IB programs	33.3%	Down from 53.9%	29.8%	13.1%
Successful on AP/IB exams	68.3%	Up from 67.7%	58.6%	50.4%
Eligible for LIFE Scholarship	50.3%	Up from 44.0%	37.1%	30.4%
Annual dropout rate	1.7%	Down from 2.0%	1.5%	3.1%
Career/technology students in co-curricular organizations	3.1%	Up from 2.3%	1.2%	2.2%
Enrollment in career/technology courses	1356	Down from 1450	764	424
Students participating in work-based experiences	20.2%	Up from 17.8%	8.2%	11.7%
Career/technology students attaining technical skills	80.3%	Down from 82.4%	83.6%	78.7%
Career/technology completers placed	98.9%	Down from 99.5%	100.0%	98.5%
Teachers (n=139)				
Teachers with advanced degrees	71.2%	Down from 72.0%	66.9%	60.4%
Continuing contract teachers	92.1%	Up from 89.3%	80.6%	76.6%
Teachers with emergency or provisional certificates	2.3%	Down from 3.5%	4.8%	6.5%
Teachers returning from previous year	89.9%	Up from 88.2%	89.5%	86.8%
Teacher attendance rate	95.3%	Up from 91.8%	96.5%	95.8%
Average teacher salary*	\$54,978	Up 0.6%	\$49,075	\$47,390
Professional development days/teacher	11.9 days	Up from 11.5 days	9.6 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 24.0 to 1	28.8 to 1	25.8 to 1
Prime instructional time	92.5%	Up from 86.8%	92.3%	90.1%
Dollars spent per pupil**	\$8,815	Up 5.5%	\$7,237	\$7,974
Percent of expenditures for teacher salaries**	59.0%	No Change	58.6%	55.4%
Percent of expenditures for instruction**	61.6%	Down from 62.2%	61.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 98.3%	96.0%	96.0%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	435	97.0%	1899	75.4%	496	87.5%	No
Gender							
Male	211	95.7%	905	73.0%	247	82.2%	N/A
Female	224	98.2%	994	77.6%	249	92.8%	N/A
Racial/Ethnic Group							
White	279	98.9%	1113	80.6%	305	90.2%	N/A
African American	137	93.4%	659	64.8%	167	82.6%	N/A
Asian/Pacific Islander	N/A	N/A	62	93.5%	12	83.3%	N/A
Hispanic	N/A	N/A	41	82.9%	10	100.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	20	85.0%	125	44.0%	28	53.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	38	86.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	84	94.0%	508	63.6%	109	80.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Dutch Fork High School's Class of 2010 left a legacy of high achievement in academics, athletics, and student activities. Once again our academic and extra-curricular programs spotlighted Dutch Fork as one of the premier public high schools in the country. Dutch Fork garnered an Excellent/Excellent rating on its school report card and continues to be lamented as one of the top high schools in the United States based on its Advanced Placement (AP) participation and performance. Newsweek magazine again ranked Dutch Fork High School as one of the top high schools in the country for the sixth consecutive year, placing us in the top one percent as a result of our AP exam success. This year, Dutch Fork High administered well over 1,100 AP exams to 483 students. We were also named a Palmetto Showcase School and a Cum Laude Award recipient for SAT improvement by the State Department of Education. Our academic successes have been remarkable. The SAT, ACT, and AP scores continue to be all well above the state and national averages.

As a result of our hard work, we garnered a record number of accomplishments. Our senior class surpassed all other previous classes in Dutch Fork history with more than \$29.8 million dollars in offered scholarships, and over 90 percent of our graduates are attending college this fall. We are proud to note several students were nominated as National Merit Finalists, 39 students were recognized as Palmetto Fellows, 239 students were Life Scholars, 169 students earned AP Scholar designation by the CollegeBoard, and five students were nominated for Robert Byrd Scholarships.

Athletically, we remain in the upper echelon of class 4A high schools. Individual state championships were earned in wrestling (1), boys' track (2), and girls' track (1). Region championships were awarded in girls' cross country, girls' track, cheerleading, girls' basketball, girls' tennis, and girls' soccer. Along with many accomplishments, some of our top honors include DECA state & international winners, All Southern Ratings (Silver Screen Report & Legacy yearbook "Best Yearbook ~ one of four in the southeast"), Superior Rating (The Renaissance newspaper), Outstanding Performance Award in Band, All-State winners in Orchestra, and the JROTC Distinguished Unit Award.

Finally, in order to sustain continued progress, we are continuing with several high school reform and improvement initiatives that are designed to foster gains in student achievement, thus better preparing our students for a competitive global marketplace predicated on knowledge and innovation. We are committed to taking on the challenges that face us, and it is with confidence that we commit to serving our students and community in providing the best educational opportunities possible. The outstanding support provided by our stakeholders is a critical factor in our continued success.

Gregg Morton, Principal
Vachel Jones, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	96	377	147
Percent satisfied with learning environment	75.8%	73.2%	87.5%
Percent satisfied with social and physical environment	85.4%	77.9%	71.0%
Percent satisfied with school-home relations	91.6%	82.9%	75.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 17 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	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	1.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	523	99.4	5.5	18.1	30.6	45.8	84.4	81.1	65.9	Yes	Yes
Male	288	99	7.2	20.1	31.2	41.6	82.4	80.1	60.8	N/A	N/A
Female	235	100	3.5	15.8	29.8	50.9	86.8	82.2	71	N/A	N/A
White	306	99.3	2.3	12.4	29.8	55.5	91.3	89.8	77.5	Yes	Yes
African American	185	99.5	11.3	27.7	31.6	29.4	71.8	61.6	49.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	82.1	80.2	I/S	I/S
Hispanic	16	100	6.3	31.3	25	37.5	87.5	87.2	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	65.9	I/S	I/S						
Disabled	49	98	38.6	36.4	15.9	9.1	29.5	35.8	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47.3	I/S	I/S
Subsidized meals	129	99.2	11.2	31.2	31.2	26.4	69.6	60.8	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	523	99.2	5.5	16.6	27.5	50.4	85.6	80.5	62.3	Yes	Yes
Male	288	99	6.1	15.8	26.9	51.3	85.3	81.7	61.7	N/A	N/A
Female	235	99.6	4.8	17.6	28.2	49.3	85.9	79.2	63	N/A	N/A
White	306	99	2	9.1	26.2	62.8	94.3	90.4	75	Yes	Yes
African American	185	99.5	11.9	31.6	28.2	28.2	69.5	58.8	44	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	85.7	85.5	I/S	I/S
Hispanic	16	100	6.3	6.3	43.8	43.8	87.5	82.1	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	62.5	I/S	I/S						
Disabled	49	95.9	41.9	20.9	32.6	4.7	48.8	39.3	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	65.4	52.6	I/S	I/S
Subsidized meals	129	98.4	12.1	32.3	25.8	29.8	70.2	59.6	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	521	97.9	45.3	22.9	14.9	16.9	31.8	N/A	N/A	N/A	N/A
Male	286	98.3	47.0	21.0	14.6	17.4	32.0	N/A	N/A	N/A	N/A
Female	235	97.4	43.2	25.3	15.3	16.2	31.4	N/A	N/A	N/A	N/A
White	305	98.7	33.2	24.9	19.3	22.6	41.9	N/A	N/A	N/A	N/A
African American	184	96.7	68.0	19.1	8.4	4.5	12.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	100.0	43.8	31.3	6.3	18.8	25.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	47	93.6	81.8	11.4	6.8	0.0	6.8	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	128	96.9	69.4	21.0	4.8	4.8	9.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	537	99.4	6.1	24.6	36.5	32.8	79.7	78.7	61.8
	2010	523	99.4	5.5	18.1	30.6	45.8	84.4	81.1	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	535	100	7.4	18.7	26.1	47.8	80.3	79.4	62.7
	2010	523	99.2	5.5	16.6	27.5	50.4	85.6	80.5	62.3

* Adjusted to account for natural variation in performance.

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