



## DACUSVILLE ELEMENTARY

2671 Earls Bridge Rd.  
Easley, SC 29640

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Michael W. Fleming	864-859-7429
<b>Superintendent</b>	Henry H. Hunt, Ph.D.	864-397-1000
<b>Board Chair</b>	Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Average
2009	Good	Good
2008	Average	At-Risk
2007	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://eoc.sc.gov>

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

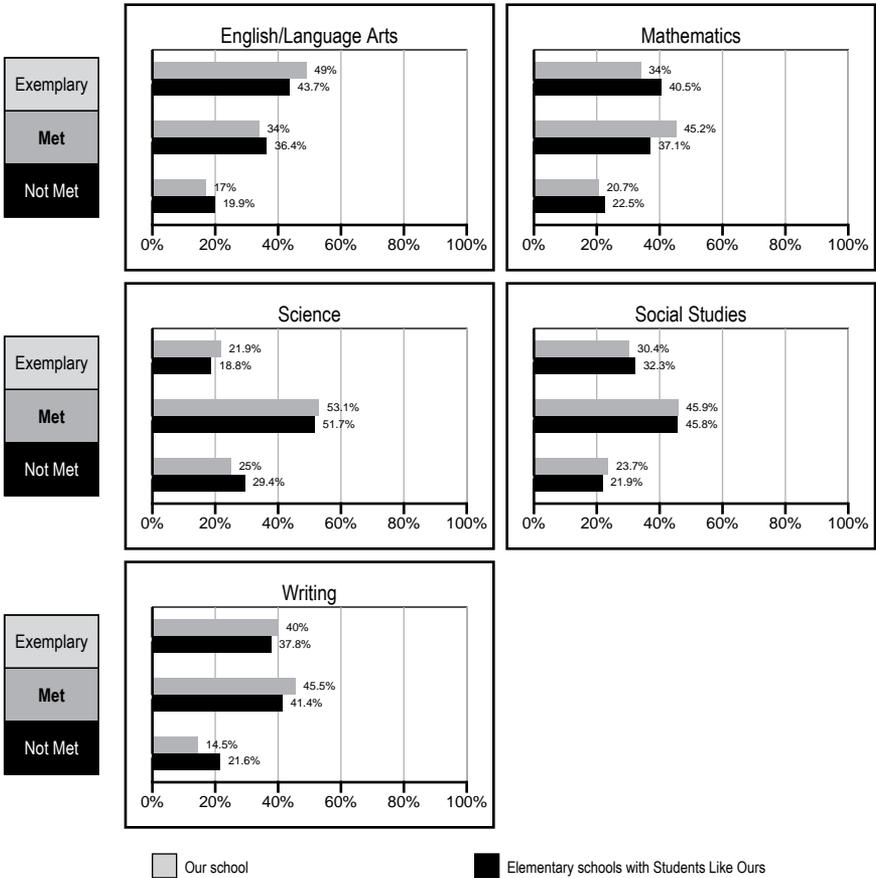
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	40	42	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=654)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.8%	1.1%	1.1%
Attendance rate	95.4%	Down from 96.2%	96.1%	96.2%
Served by gifted and talented program	22.6%	Up from 18.5%	15.4%	13.4%
With disabilities other than speech	6.6%	Down from 7.8%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	42.1%	Up from 41.0%	59.9%	62.5%
Continuing contract teachers	89.5%	Up from 76.9%	90.3%	88.2%
Teachers returning from previous year	89.4%	Up from 86.6%	88.4%	87.8%
Teacher attendance rate	95.6%	Down from 98.7%	95.2%	95.2%
Average teacher salary*	\$45,575	Up 0.9%	\$46,522	\$46,773
Professional development days/teacher	19.6 days	Up from 13.5 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.9 to 1	20.4 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 94.5%	90.4%	90.4%
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**	\$6,913	Up 1.8%	\$6,913	\$7,447
Percent of expenditures for instruction**	62.0%	Up from 60.7%	68.4%	68.4%
Percent of expenditures for teacher salaries**	60.1%	Up from 57.4%	65.9%	65.8%

\* 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**

Dacusville Elementary School serves a larger rural community in the northeastern corner of Pickens County. The faculty of 424 members and staff of 33members take pride in the educational opportunities we offer our 656 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 Therapeutic Behavioral counselor 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 grades four and five. The Zest Quest

program promotes fitness and nutrition with weekly lessons in every classroom. Fitness for Fun and the DES athletic club offer students the opportunity for additional physical activity.

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

DES is proud to be a Red Carpet school and a Safe Kids School. DES participates in various academic and enrichment programs, such as Superintendent’s Writing Award, Lifelong Guidelines and Lifeskills, Traveling Trash Bash, Presidential awards for achievement and excellence, and many others. 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	105	72
Percent satisfied with learning environment	87.5%	82.7%	91.4%
Percent satisfied with social and physical environment	85.0%	81.4%	88.6%
Percent satisfied with school-home relations	87.5%	86.5%	81.7%

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

**Abbreviations for Missing Data**

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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 = 79.4% (Met or Exemplary)**

All Students	311	99.7	16.7	34.1	49.1	89.4	86.5	82.4	Yes	Yes
<b>Gender</b>										
Male	158	100	19.6	38.6	41.8	87.6	83.5	78.7	N/A	N/A
Female	153	99.4	13.6	29.3	57.1	91.4	89.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	291	99.7	16.1	34.3	49.6	89.8	88.1	88.9	Yes	Yes
African American	12	100	25	33.3	41.7	91.7	74.2	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	43	97.7	53.8	33.3	12.8	64.1	56.2	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	99.5	19.7	37	43.4	87.9	80.4	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	311	100	20.7	45.2	34	84	83.8	81.9	Yes	Yes
<b>Gender</b>										
Male	158	100	24.8	42.5	32.7	79.1	82	79.9	N/A	N/A
Female	153	100	16.3	48.2	35.5	89.4	85.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	291	100	20	46.2	33.8	84.7	85.6	88.9	Yes	Yes
African American	12	100	33.3	33.3	33.3	66.7	68.5	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	62.5	22.5	15	40	52	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	100	22.4	50	27.6	82.2	77	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	204	100	25	53.1	21.9	75	75.8	68.6
<b>Gender</b>								
Male	103	100	27.3	50.5	22.2	72.7	75.4	68.3
Female	101	100	22.6	55.9	21.5	77.4	76.3	68.9
<b>Racial/Ethnic Group</b>								
White	189	100	23	53.4	23.6	77	78.7	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	53.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	70.8
<b>Disability Status</b>								
Disabled	26	100	60	28	12	40	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	119	100	31.5	53.2	15.3	68.5	66.1	57.3
<b>Social Studies</b>								
All Students	204	100	23.7	45.9	30.4	76.3	77.5	72.5
<b>Gender</b>								
Male	102	100	25.3	42.4	32.3	74.7	77.4	72
Female	102	100	22.1	49.5	28.4	77.9	77.6	73.1
<b>Racial/Ethnic Group</b>								
White	196	100	24.7	44.6	30.6	75.3	79	81
African American	5	I/S	I/S	I/S	I/S	I/S	64.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.6	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	63.6	73.5
<b>Disability Status</b>								
Disabled	30	100	67.9	25	7.1	32.1	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	126	100	27.1	50	22.9	72.9	68.9	62.9

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
<b>Writing</b>										
All Students	115	99.1	14.5	45.5	40	85.5	79.6	73.2	95.4	96
<b>Gender</b>										
Male	65	98.5	16.1	53.2	30.6	83.9	73.1	67.2	95.6	96
Female	50	100	12.5	35.4	52.1	87.5	86.1	79.4	95	96
<b>Racial/Ethnic Group</b>										
White	105	99.1	13.9	44.6	41.6	86.1	81.6	81.5	95.4	95.9
African American	6	I/S	I/S	I/S	I/S	I/S	66.5	61.3	94.7	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.4	87	99.1	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.5	66.7	95.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	93.3	95.7
<b>Disability Status</b>										
Disabled	17	100	56.3	37.5	6.3	43.8	34	26	95	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.2	65.7	97.7	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	70	98.6	15.2	45.5	39.4	84.8	70.9	63.2	95	95.4

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	100	99	16.5	15.4	68.1	83.5
	4	97	100	10.9	44.6	44.6	89.1
	5	114	100	21.8	40.9	37.3	78.2
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	100	100	15.2	27.2	57.6	84.8
	4	97	100	15.2	56.5	28.3	84.8
	5	114	100	30	50.9	19.1	70
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	50	100	17.8	37.8	44.4	82.2
	4	97	100	18.5	66.3	15.2	81.5
	5	57	100	41.8	43.6	14.5	58.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	50	100	23.4	23.4	53.2	76.6
	4	97	100	18.5	54.3	27.2	81.5
	5	57	100	32.7	50.9	16.4	67.3
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	115	99.1	14.5	45.5	40	85.5
	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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