



Dutch Fork Elementary

7900 Broad River Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	536 Students	
Principal	Julius Scott	803-476-3900
Superintendent	Stephen W. Hefner, Ed.D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Good	Average
2010	Excellent	Excellent
2009	Good	Excellent
2008	Good	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 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://www.eoc.sc.gov>

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

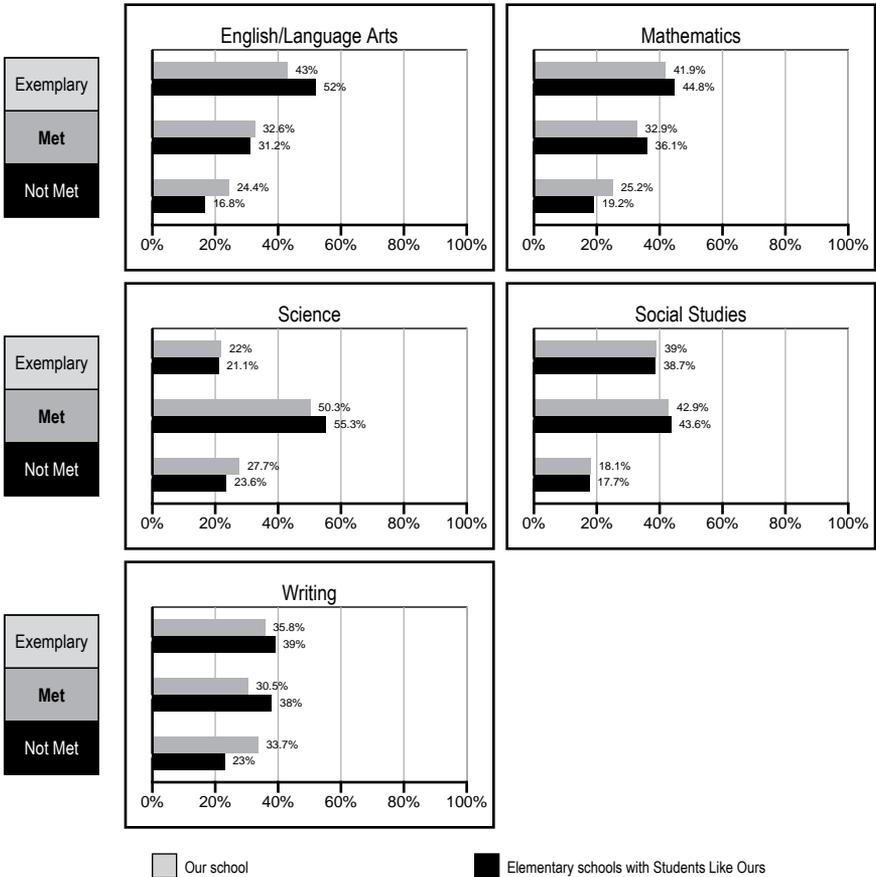
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
43	27	8	1	0

* Ratings are calculated with data available by 11/07/2012.

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=536)				
First graders who attended full-day kindergarten	67.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	No Change	0.9%	1.0%
Attendance rate	97.2%	Up from 96.9%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Down from 65.9%	63.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.9%	Up from 87.8%	90.2%	88.7%
Teacher attendance rate	95.8%	Up from 95.5%	95.0%	95.1%
Average teacher salary*	\$49,710	Down 0.7%	\$48,918	\$47,210
Professional development days/teacher	13.1 days	Up from 6.6 days	11.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 9.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.9 to 1	20.3 to 1	20.0 to 1
Prime instructional time	91.8%	Down from 91.9%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,278	Up 3.5%	\$6,868	\$7,247
Percent of expenditures for instruction**	68.0%	Down from 68.5%	68.6%	68.2%
Percent of expenditures for teacher salaries**	67.3%	Down from 67.8%	66.5%	65.7%

* 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

During the 2011-2012 school year, our goal at Dutch Fork Elementary was to create a Culture of Collaboration, a Culture of Celebrations, and a Culture of Continuous Improvement. We sought to ensure that all of our school based initiatives, programs, and practices aligned with this goal.

A Culture of Collaboration is evident and can be seen in our five standing committees which include leadership, family involvement, public relations, Positive Behavior Interventions and Support (PBIS) and student activities. However, the greatest testament to collaboration was witnessed with our grade level data teams.

Our data teams met twice a month. During these meetings teachers were involved in a continuous cycle where they analyzed student data, determined academic strengths and weaknesses, created SMART goals, identified and tried instructional strategies, and reflected upon these practices.

Because of these efforts, we have seen tremendous improvement with instructional practices, but more importantly with student academic growth as determined by Measures of Academic Progress (MAP) alignment with Palmetto Assessment of State Standards (PASS) projections.

During fall 2011, 25 percent of third-graders were projected as not met in reading. That number decreased to 19 percent in the spring. In math, 33 percent of third-graders were projected not met in the fall. That number decreased to 21 percent in the spring. In the fall, 25 percent of fourth-graders were projected not met in reading. That number decreased to 18 percent in the spring. In math, 30 percent of fourth-graders were projected as not met. That number decreased to 8 percent in the spring. In the fall, 20 percent of fifth-graders were projected not met in reading. That number decreased to 16 percent in the spring. In math, 27 percent of fifth-graders were projected not met. That number also decreased to 17 percent in the spring.

A Culture of Celebrations is evident through a number of programs offered at DFES. This year we revamped our traditional nine weeks honor roll program where only a select few students in third- through fifth-grade received certificates. We now have a Tag of Honor Ceremony where students in four year-old kindergarten through fifth-grade have the opportunity to earn custom designed tags for a wide variety of categories.

Finally, a Culture of Continuous Improvement is evidenced in our commitment to feedback and reflection. At the conclusion of our programs, initiatives, and practices we pose two questions for families and staff members to consider. They include what we did well and suggestions for improvement. The feedback from these two questions is reviewed and used as appropriate to enhance what our school offers.

Julius Scott, Principal

Angie Thomason, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	90	34
Percent satisfied with learning environment	100.0%	83.3%	91.2%
Percent satisfied with social and physical environment	97.9%	87.8%	97.0%
Percent satisfied with school-home relations	93.8%	94.4%	85.3%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Dutch Fork Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.6%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.4	655.9	630.5	647.1	100.0	100.0
Male	653.7	655.6	634.0	650.6	100.0	100.0
Female	665.7	656.3	626.2	643.1	100.0	100.0
White	674.4	669.0	646.9	659.0	100.0	100.0
African American	647.8	642.7	618.1	636.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	596.4	600.9	572.7	598.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	646.4	644.4	622.3	640.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	100	100	22.9	18.8	58.3	77.1
	4	89	100	25.3	32.5	42.2	74.7
	5	111	100	17.1	35.1	47.7	82.9
	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
2012	3	77	100	27.4	30.1	42.5	72.6
	4	96	100	22.8	32.6	44.6	77.2
	5	94	100	23.7	34.4	41.9	76.3
	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
Mathematics							
2011	3	100	100	32.3	26	41.7	67.7
	4	89	100	14.5	42.2	43.4	85.5
	5	111	100	19.8	51.4	28.8	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
2012	3	77	100	28.8	37	34.2	71.2
	4	96	100	20.7	28.3	51.1	79.3
	5	94	100	26.9	34.4	38.7	73.1
	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
Science							
2011	3	50	100	39.6	35.4	25	60.4
	4	89	100	18.1	60.2	21.7	81.9
	5	55	100	23.6	52.7	23.6	76.4
	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
2012	3	38	100	31.4	42.9	25.7	68.6
	4	96	97.9	20	58.9	21.1	80
	5	47	100	37	41.3	21.7	63
	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
Social Studies							
2011	3	50	100	22.9	33.3	43.8	77.1
	4	89	100	18.1	45.8	36.1	81.9
	5	56	100	26.8	37.5	35.7	73.2
	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
2012	3	39	100	26.3	42.1	31.6	73.7
	4	96	100	10.9	50	39.1	89.1
	5	47	100	25.5	29.8	44.7	74.5
	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
Writing							
2011	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	111	100	13.5	50.5	36	86.5
	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
2012	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	96	100	33.7	30.5	35.8	66.3
	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

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