



SC Annual School Report Card Summary

Fort Dorchester Elementary School
 Dorchester School District Two
 Grades: PK-5 Enrollment: 1,104
 Principal: Harolyn Hess
 Superintendent: Joseph R. Pye
 Board Chair: Frances Townsend

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Excellent	Excellent	TBD	TBD	A	N/A
2011	Excellent	Excellent	Gold	Gold	Not Met	N/A
2010	Excellent	Excellent	Gold	Gold	Met	N/A

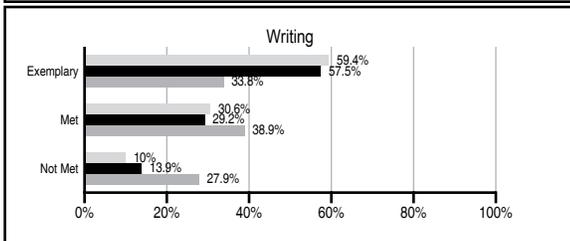
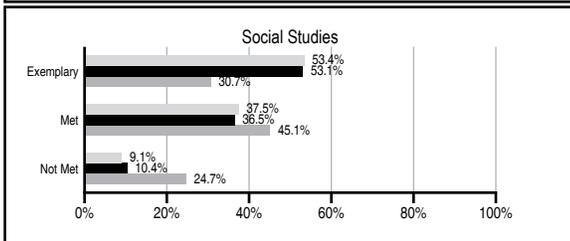
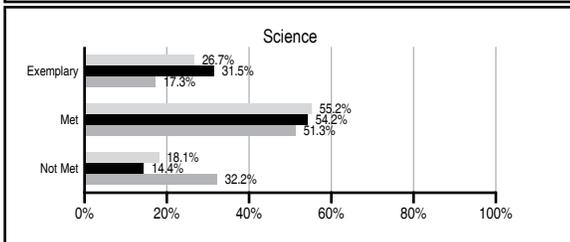
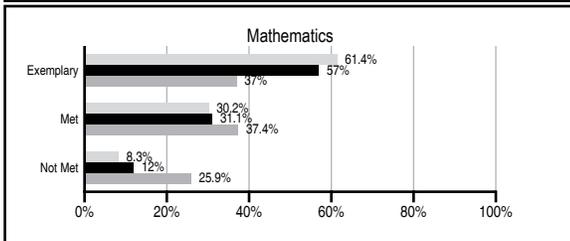
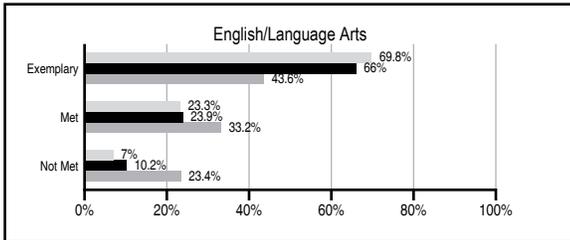
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
25	0	0	0	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Fort Dorchester Elementary School [Dorchester School District Two]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,104)				
Retention rate	0.7%	Up from 0.1%	0.7%	1.0%
Attendance rate	97.0%	Up from 96.4%	97.1%	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	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	53.6%	Up from 46.3%	66.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.8%	Down from 91.1%	90.8%	88.7%
Teacher attendance rate	95.0%	Up from 94.3%	95.7%	95.1%
Average teacher salary*	\$44,830	Up 2.1%	\$49,096	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.9 days	Down from 9.5 days	11.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.4 to 1	21.3 to 1	20.0 to 1
Prime instructional time	91.4%	Up from 90.1%	91.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,664	Down 8.8%	\$6,800	\$7,247
Percent of expenditures for instruction**	68.4%	Up from 64.2%	69.9%	68.2%
Percent of expenditures for teacher salaries**	67.4%	Up from 63.2%	69.2%	65.7%
ESEA composite index score	99.4	N/A	98.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	64	171	124
Percent satisfied with learning environment	100.0%	85.9%	90.2%
Percent satisfied with social and physical environment	98.4%	81.0%	90.8%
Percent satisfied with school-home relations	95.3%	89.3%	88.5%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Fort Dorchester Elementary School our mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life," drives our curriculum decisions to meet the needs of our students. To ensure the success of our students, we intertwined "TAILS" (Teamwork, Achievement, Integrity, Leadership, and Service) in all learning experiences provided to our students. We ended our tenth year serving the instructional needs of 1200 four year old through fifth grade students. Situated in the Wescott community, we are in a transient and fast growing area of the community. Our 112 member faculty and staff work to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council and business partners continue to enhance the school's educational programs and environment. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment. Some highlights of our school year include family night events, two school beatification days, a school carnival, Positive Behavior Intervention awards and student awards programs. During the 2011-2012 school year, FDES achieved Palmetto Gold status for overall student achievement and for closing the achievement gap for the second consecutive year. The school also received Top School from the Clean Cities Sweep contest for the second consecutive year with the completion of a school garden.

While test scores continue to improve, dealing with the transient and growing population of the FDES attendance area and meeting the academic needs of each sub-group of students are our most challenging areas. Content interventionists, a facilitator and a part-time Instructional Technology teacher specialist support efforts to meet these challenges. The faculty participated in a book study on student leadership, The Leader in Me, and has focused on differentiating instruction in all content areas to meet the needs of all students. In addition, we provide staff development for teachers in all academic areas. We will continue to focus on assessing the needs of new students as quickly as possible so that we can provide for areas of need.

For the 2011-2012 school year, we have worked toward meeting the needs of each individual child. Data collection through the use of DIBELS, one minute testing probes, and benchmark tests is used to determine student needs. During the spring we administered universal screeners to help us determine groups for differentiation in all subject areas. Our plans for the 2012-2013 school year will include staff development revolving around the new Common Core State Standards, which will be fully implemented in grades kindergarten through second, and partially implemented (writing only) grades third through fifth. We will also focus on the new district intervention model in an effort to better meet the needs of all students. We feel that this has been a successful year at Fort Dorchester Elementary.

Harolyn Hess, Principal
O'Roark, SIC Chairman

Tracey

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status