



## Daufuskie Island Elementary

PO Box 54  
Daufuskie, SC 29915

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	19 Students	
<b>Principal</b>	Dr. Jacqueline Rosswurm	843-842-1251
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

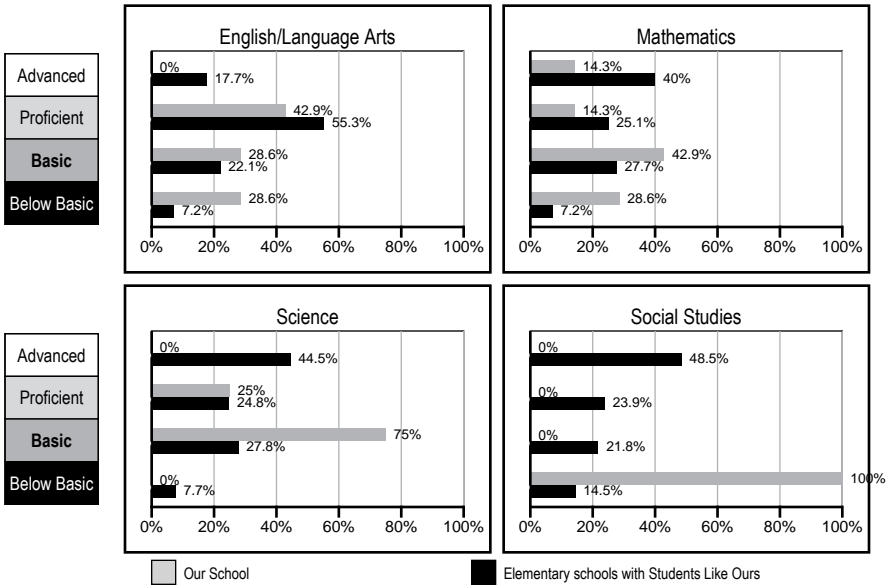
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
8	2	0	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=19)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 8.3%	0.6%	2.3%
Attendance rate	95.8%	Down from 96.2%	97.1%	96.3%
Eligible for gifted and talented	0.0%	No Change	32.8%	10.4%
With disabilities other than speech	4.8%	Down from 6.7%	4.1%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=2)</b>				
Teachers with advanced degrees	50.0%	No Change	60.0%	56.7%
Continuing contract teachers	100.0%	Up from 50.0%	85.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.4%	86.4%
Teacher attendance rate	97.0%	Up from 94.5%	94.6%	94.9%
Average teacher salary	I/S	I/S	\$48,152	\$45,345
Professional development days/teacher	8.5 days	Up from 7.0 days	10.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	9.0 to 1	Up from 6.0 to 1	19.9 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 89.5%	90.8%	89.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	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*	\$19,586	Up 78.5%	\$7,099	\$7,052
Percent of expenditures for instruction*	62.8%	Down from 65.8%	66.6%	69.1%
Percent of expenditures for teacher salaries*	46.5%	Down from 64.6%	63.1%	64.2%

\* 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

**Report of Principal and School Improvement Council**

Daufuskie Island Elementary School is a tiny jewel in the Beaufort County School District. The school resides on an island accessible only by boat. 18 students in grades Pre K through 5th grade spend their days of instruction with two talented, dedicated teachers. Several teachers from other schools travel weekly to DIES to offer strings, music, art and Physical Education.

There is an active parent group that works with the school. The PTO provides for field trips, holiday events, and programs. All parents are involved.

Visitors love the charm of our school and invent reasons to return.

Our older students must travel to nearby Hilton Head for Middle and High school. These students must take a boat both ways. We are so blessed to have the opportunity to hold school for our younger children here.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	1	3	3
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

\* 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

NO

This school met 3 out of 5 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	47.3	48.2	No	Yes
<b>Gender</b>											
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	40.8	41.7	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	65.1	60	I/S	I/S
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.3	34	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	7	I/S	I/S	I/S	I/S	I/S	I/S	41.7	45.8	No	Yes
<b>Gender</b>											
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	42.3	45.6	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	60.6	59	I/S	I/S
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.7	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.1	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	4	I/S	I/S	I/S	I/S	I/S	I/S	30.8	35.7	95.8	96.3
<b>Gender</b>											
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	32.8	37.4	95.9	96.2
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	28.7	33.8	95.8	96.4
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	49.4	49.2	95.8	96.2
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.7	17	97	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	95	96.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	N/A	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
<b>Disability Status</b>											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.7	14	97.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.9	21.1	96.2	96.1
<b>Social Studies</b>											
All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	28	34	95.8	96.3
<b>Gender</b>											
Male	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	36.6	95.9	96.2
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	25.8	31.3	95.8	96.4
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	42.3	44.5	95.8	96.2
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	13.4	19.1	97	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	95	96.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	N/A	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
<b>Disability Status</b>											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	14.4	97.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.9	21	96.2	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	2	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	2	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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