

Fort Dorchester Elementary

5201 Old Glory Lane
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,046 Students	
Principal	Carol Farris	843-832-5550
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

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

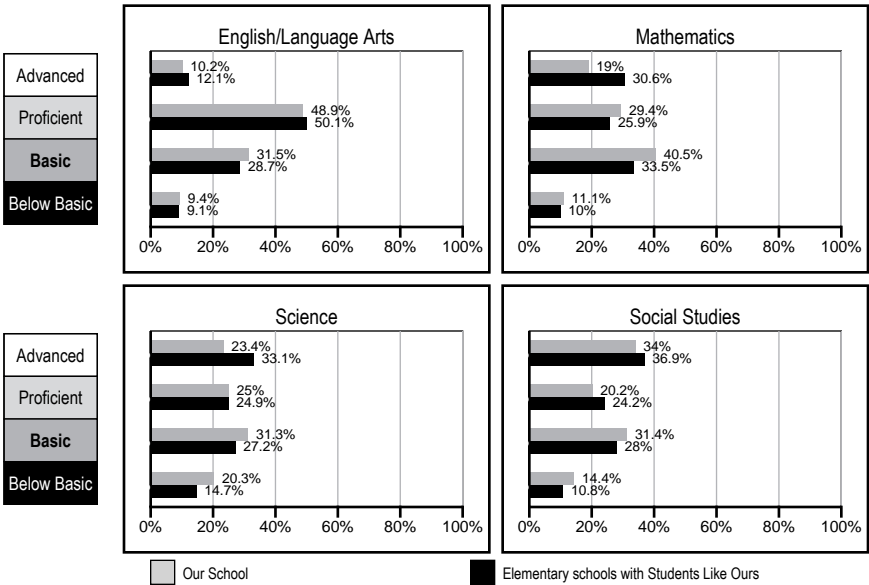
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 87.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	17	2	0	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
Students (n=1,046)				
First graders who attended full-day kindergarten	93.7%	Down from 98.4%	99.6%	100.0%
Retention rate	1.3%	Down from 2.8%	1.0%	2.3%
Attendance rate	96.6%	Up from 96.4%	97.0%	96.3%
Eligible for gifted and talented	17.3%	Down from 17.7%	26.0%	10.4%
With disabilities other than speech	3.5%	Down from 3.7%	5.8%	7.5%
Older than usual for grade	0.5%	Up from 0.3%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.4%	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	47.1%	Up from 44.6%	60.4%	56.7%
Continuing contract teachers	67.1%	Up from 52.5%	78.9%	77.3%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	73.1%	Down from 81.9%	87.7%	86.4%
Teacher attendance rate	96.0%	Up from 94.3%	95.1%	94.9%
Average teacher salary	\$42,712	Up 7.0%	\$46,744	\$45,345
Professional development days/teacher	9.7 days	Down from 12.0 days	12.6 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	5.5	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.8 to 1	19.6 to 1	18.5 to 1
Prime instructional time	91.9%	Up from 89.7%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,867	Up 0.5%	\$6,581	\$7,052
Percent of expenditures for instruction*	67.9%	Up from 60.4%	73.3%	69.1%
Percent of expenditures for teacher salaries*	62.8%	Up from 56.2%	65.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Fort Dorchester Elementary School first opened its doors to students in the fall of 2002. Our school's name was derived from the neighboring historical Fort Dorchester. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School. We ended our sixth year serving the instructional needs of 1,075 Child Development through fifth grade students. Situated in a fast growing community, we traditionally have added about 200 to our student population each year. Our 100 member faculty and staff work together 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 add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that help to make our school a special place for students. Some highlights of our school year, based on support from these groups, include additional technology grants for individual classrooms, a terrific school carnival, several family night events and student awards programs. In May of 2006, we received the Red Carpet Award recognizing Fort Dorchester Elementary School as a family friendly school.

Our challenges include dealing with the fast paced growth of the FDES attendance area and meeting the academic needs of existing and new students. Class size is continuously monitored and evaluated. We are committed to meeting the needs of every student by offering differentiated instruction for a portion of each day in order to serve each child on their academic level and to provide staff development for teachers in all academic areas. We are working to focus on our vision as we tap the skills of our highly-qualified faculty members. We will continue every day to strive to reach our potential regarding the school's mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2007-2008 school year, we have worked toward the improvement of student attendance and academic performance. Teachers make phone calls to families when students miss school, administrators meet with individual parents when attendance becomes an issue, and bicycles were donated by various community organizations as perfect attendance incentives. Data collection through the use of DIBELS, one minute testing probes, and MAP (Measures of Academic Progress) are used to determine overall and individual student needs. The results of these diagnostic measures help us to determine groups for differentiation in all subject areas. Our plans for 2008-2009 will include staff development in the areas of technology, math and science and best practices with differentiation. With the help of literacy and math teachers and our Read 180 program, we look forward to successes in all areas. We feel that we have completed a successful sixth year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal
Robin VonKeller, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	69	158	110
Percent satisfied with learning environment	97.1%	83.3%	88.9%
Percent satisfied with social and physical environment	100.0%	83.1%	91.7%
Percent satisfied with school-home relations	98.6%	83.7%	85.3%

* 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

YES

This school met 21 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

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	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 and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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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	526	99.8	9.6	31.6	48	10.8	68.2	57.8	48.2	Yes	Yes
Gender											
Male	278	99.6	10.6	34.6	47.1	7.6	65	50.7	41.7	N/A	N/A
Female	248	100	8.4	28.2	48.9	14.5	71.8	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	333	99.7	4.5	29.8	52.9	12.8	75.6	65.8	60	Yes	Yes
African American	131	100	20.5	35.9	35.9	7.7	49.6	41.1	31.7	Yes	Yes
Asian/Pacific Islander	35	100	11.4	20	60	8.6	80	72.3	70.4	I/S	I/S
Hispanic	25	100	20.8	50	25	4.2	41.7	45	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	65	98.5	30.5	33.9	27.1	8.5	45.8	21.9	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	35.7	35.7	28.6	0	28.6	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	114	99.1	15.5	42.7	32	9.7	50.5	40.7	34	Yes	Yes

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

All Students	526	100	11.2	40.7	29.3	18.7	63.5	49.8	45.8	Yes	Yes
Gender											
Male	278	100	11	38.6	31.8	18.6	65.5	50.5	45.6	N/A	N/A
Female	248	100	11.5	43.2	26.4	18.9	61.2	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	333	100	6.1	37.7	33.9	22.4	71.2	59.9	59	Yes	Yes
African American	131	100	24.8	47.9	20.5	6.8	45.3	28.3	26.9	Yes	Yes
Asian/Pacific Islander	35	100	5.7	31.4	34.3	28.6	74.3	67.1	71.3	I/S	I/S
Hispanic	25	100	20.8	58.3	4.2	16.7	37.5	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	65	100	25	45	23.3	6.7	41.7	21.7	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	35.7	42.9	21.4	0	28.6	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	114	100	19.2	50	16.3	14.4	45.2	32	31.4	Yes	Yes

* 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
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Science

All Students	350	100	20.6	30.7	25.2	23.6	48.8	42	35.7	96.6	96.1
Gender											
Male	190	100	20.1	25.7	26.3	27.9	54.2	45.1	37.4	96.6	95.9
Female	160	100	21.1	36.7	23.8	18.4	42.2	38.7	33.8	96.5	96.3
Racial/Ethnic Group											
White	216	100	9.4	32.2	28.2	30.2	58.4	52.4	49.2	96.4	96
African American	91	100	42.7	28	18.3	11	29.3	20.7	17	96.9	96.2
Asian/Pacific Islander	22	100	9.1	36.4	31.8	22.7	54.5	52.7	58	97	97
Hispanic	20	100	57.9	15.8	15.8	10.5	26.3	27.1	24.9	96.5	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	95.6	95.8
Disability Status											
Disabled	47	100	41.9	18.6	18.6	20.9	39.5	21.6	14	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	11	100	60	30	10	0	10	18.3	24.4	96.5	96.5
Socio-Economic Status											
Subsided meals	79	100	37.3	34.7	16	12	28	24.5	21.1	96	95.3

Social Studies

All Students	345	100	15.3	31.5	19.9	33.3	53.3	43.2	34	96.6	96.1
Gender											
Male	175	100	14	26.2	20.7	39	59.8	46.4	36.6	96.6	95.9
Female	170	100	16.6	36.9	19.1	27.4	46.5	39.7	31.3	96.5	96.3
Racial/Ethnic Group											
White	223	100	9.2	29.6	21.8	39.3	61.2	51	44.5	96.4	96
African American	82	100	30.7	36	16	17.3	33.3	25.8	19.1	96.9	96.2
Asian/Pacific Islander	25	100	8	24	24	44	68	61.4	58.9	97	97
Hispanic	14	100	35.7	42.9	7.1	14.3	21.4	32.8	27.5	96.5	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	95.6	95.8
Disability Status											
Disabled	40	100	36.1	22.2	11.1	30.6	41.7	20.9	14.4	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.5	96.5
Socio-Economic Status											
Subsided meals	83	100	24.3	44.6	13.5	17.6	31.1	26.5	21	96	95.3

* 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*	
English/Language Arts									
2007	3	258	100	12.1	22.1	47.6	18.2	65.8	
	4	290	99.3	11.6	31.7	51.7	5	56.8	
	5	260	99.6	10.3	41.4	44.4	3.9	48.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	176	99.4	1.8	26.2	51.8	20.1	72	
	4	170	100	11	32.9	49.7	6.5	56.1	
	5	180	100	15.8	35.7	42.7	5.8	48.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	258	100	16.5	44.6	23.8	15.2	39	
	4	290	100	19.2	35.2	29.1	16.5	45.6	
	5	260	100	18.5	46.8	17.6	17.2	34.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	176	100	7.9	42.4	26.1	23.6	49.7	
	4	170	100	13.5	38.7	34.2	13.5	47.7	
	5	180	100	12.3	40.9	28.1	18.7	46.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	131	100	28.2	24.8	28.2	18.8	47	
	4	290	100	26.9	30	27.3	15.8	43.1	
	5	132	100	31.1	28.6	21.8	18.5	40.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	11.5	31	37.9	19.5	57.5	
	4	168	100	23.4	32.5	20.8	23.4	44.2	
	5	91	100	24.7	27.1	20	28.2	48.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	130	100	5.4	31.5	31.5	31.5	63.1	
	4	290	100	15.8	41.9	26.5	15.8	42.3	
	5	129	99.2	20.5	42.9	20.5	16.1	36.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	1.3	18.8	26.3	53.8	80	
	4	168	100	14.3	34.4	16.9	34.4	51.3	
	5	90	100	29.9	37.9	19.5	12.6	32.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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