



Dacusville Elementary

2671 Earls Bridge Rd.
Easley, SC 29640

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 644 Students | |
| Principal | Michael W. Fleming | 864-859-7429 |
| Superintendent | Dr. Henry Hunt | 864-855-8150 |
| Board Chair | Jim Shelton | 864-836-8465 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2009 | Good | Good |
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | Average |
| 2005 | 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 GOAL

By 2010, SC'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.

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.

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

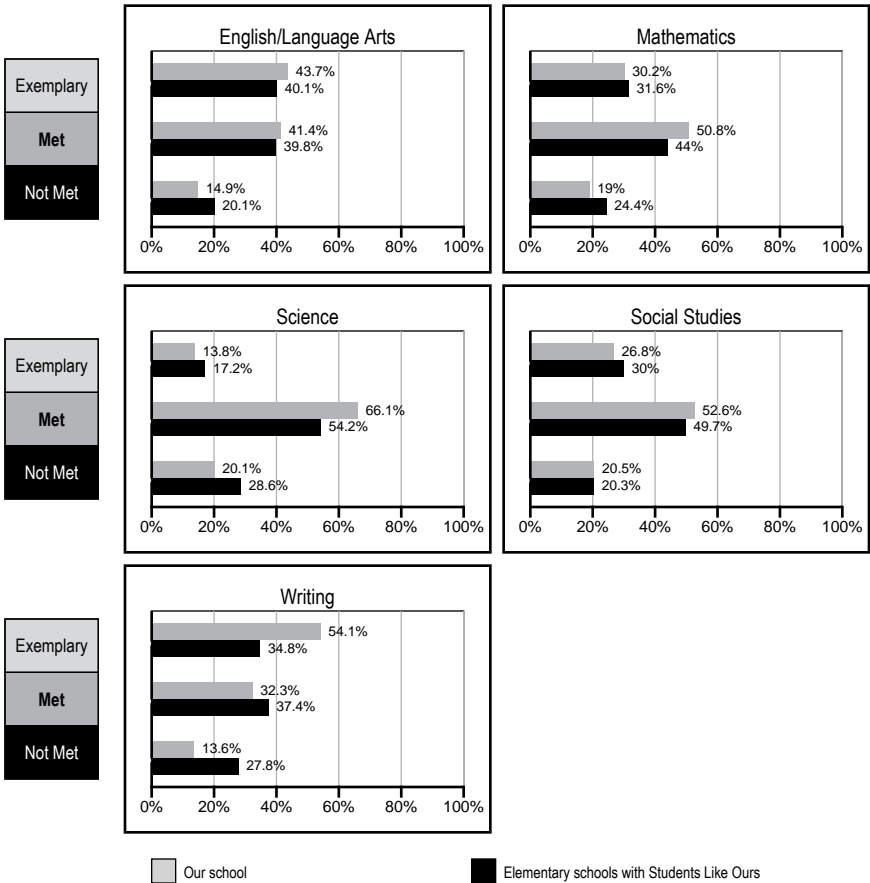
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 9 | 27 | 49 | 2 | 0 |

* Ratings are calculated with data available by 06/01/2010.

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=644) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 5.2% | Down from 6.4% | 2.0% | 1.9% |
| Attendance rate | 96.3% | Up from 96.0% | 96.2% | 96.3% |
| Eligible for gifted and talented | 11.9% | Up from 10.5% | 11.8% | 10.0% |
| With disabilities other than speech | 7.1% | Up from 5.5% | 8.2% | 7.7% |
| Older than usual for grade | 0.4% | Down from 0.6% | 0.4% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=42) | | | | |
| Teachers with advanced degrees | 47.6% | Up from 47.5% | 59.0% | 59.4% |
| Continuing contract teachers | 73.8% | Down from 82.5% | 84.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 84.3% | Down from 85.3% | 88.0% | 85.9% |
| Teacher attendance rate | 94.7% | Down from 94.8% | 95.3% | 95.1% |
| Average teacher salary* | \$45,374 | Up 0.8% | \$47,133 | \$47,149 |
| Professional development days/teacher | 13.8 days | Up from 13.2 days | 11.8 days | 11.1 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.1 to 1 | Down from 21.3 to 1 | 19.1 to 1 | 18.8 to 1 |
| Prime instructional time | 89.7% | Up from 89.4% | 90.3% | 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 | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,159 | Up 9.8% | \$7,126 | \$7,458 |
| Percent of expenditures for instruction** | 60.1% | No Change | 68.9% | 68.8% |
| Percent of expenditures for teacher salaries** | 54.1% | Down from 55.2% | 64.1% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** 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

Dacusville Elementary serves a large rural community located in the northeastern corner of Pickens County. The faculty of 46 members and staff of 33 members take pride in the educational opportunities and services we offer our 640 students and their parents. DES has an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor, and two Therapeutic Behavioral Services counselors work to meet needs and coordinate outside services for students and families in need of assistance.

Each grade level conducts parent workshops to assist parents in understanding the expectations of the grade-level curriculum and to offer suggestions to help assure academic success. Students participate in Accelerated Reader and Classworks.

Dacusville Elementary is proud to have three teachers who have earned National Board Certification. Two teachers are in the process of becoming nationally certified. A full time instructional coach is provided for ongoing, site-based staff development throughout the year. A full time technology resource teacher is provided to assist teachers with integrating technology into the curriculum.

Dacusville Elementary is a Red Carpet school and participates in various academic and enrichment programs such as: South Carolina Academy of Science Competitions, Superintendent's Writing Award, Governor's Citizenship Award, Chic-fil-A Character Core Essentials, Traveling Trash Bash, and the Pickens County Soil and Water Conservation District Essay/Poster contest. DES has a strong volunteer program and recorded the most volunteer hours in the district for the third straight year in 2007-2008.

Service opportunities were provided through participation in Hats for Health. DES faculty and staff participated in the Zest Quest faculty/staff challenge. Family movie nights, field days, honors and awards nights, kindergarten year-end celebrations, and fifth grade graduation all provided additional opportunities for parent involvement. An electronic message board is used to improve communication with parents and community. Dacusville Elementary will continue to seek methods and means for preparing students for middle school and beyond. Our goal is to make DES a happy place where all are learning!

Michael W. Fleming, Principal
Tracy Anderson, SIC chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 42 | 87 | 45 |
| Percent satisfied with learning environment | 100.0% | 89.7% | 91.1% |
| Percent satisfied with social and physical environment | 92.9% | 89.5% | 88.9% |
| Percent satisfied with school-home relations | 97.6% | 88.5% | 86.7% |

* 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 13 out of 13 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| 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 | 0.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.3% | 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 |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 100 | 14.9 | 41.4 | 43.7 | 91.9 | 87.9 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 166 | 100 | 18.9 | 40.3 | 40.9 | 90.6 | 85.3 | 79.3 | N/A | N/A |
| Female | 139 | 100 | 10.3 | 42.6 | 47.1 | 93.4 | 90.7 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 289 | 100 | 14 | 42.3 | 43.7 | 92.8 | 89.1 | 89.5 | Yes | Yes |
| African American | 11 | 100 | 36.4 | 18.2 | 45.5 | 72.7 | 78.6 | 73.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 95.6 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 82.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 87.5 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 100 | 57.1 | 34.3 | 8.6 | 65.7 | 60.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 82.9 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 152 | 100 | 20.5 | 42.5 | 37 | 88.4 | 81.2 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 100 | 19 | 50.8 | 30.2 | 89.5 | 83.8 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 166 | 100 | 16.4 | 56.6 | 27 | 89.9 | 82.3 | 77 | N/A | N/A |
| Female | 139 | 100 | 22.1 | 44.1 | 33.8 | 89 | 85.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 289 | 100 | 19 | 50.9 | 30.1 | 89.6 | 85.6 | 87.2 | Yes | Yes |
| African American | 11 | 100 | 27.3 | 45.5 | 27.3 | 81.8 | 67.7 | 66.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 91.1 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 80.2 | 76 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 87.5 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 100 | N/AV | N/AV | N/AV | 62.9 | 52.9 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 82.9 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 152 | 100 | 24.7 | 54.8 | 20.5 | 86.3 | 75.9 | 70.2 | Yes | Yes |

* 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

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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 198 | 100 | 20.1 | 66.1 | 13.8 | 79.9 | 76.8 | 67.5 |
| Gender | | | | | | | | |
| Male | 106 | 100 | 16 | 68 | 16 | 84 | 76.3 | 67 |
| Female | 92 | 100 | 24.7 | 64 | 11.2 | 75.3 | 77.4 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 188 | 100 | 20.1 | 65.9 | 14 | 79.9 | 79.2 | 79.5 |
| African American | 7 | I/S | I/S | I/S | I/S | I/S | 58.3 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.1 | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 66.7 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | 55 | 40 | 5 | 45 | 45 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 69.8 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 94 | 100 | 25.8 | 61.8 | 12.4 | 74.2 | 67.4 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 198 | 100 | 20.5 | 52.6 | 26.8 | 79.5 | 78.8 | 72.3 |
| Gender | | | | | | | | |
| Male | 114 | 100 | 20.4 | 48.1 | 31.5 | 79.6 | 78.5 | 71.5 |
| Female | 84 | 100 | 20.7 | 58.5 | 20.7 | 79.3 | 79.2 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 187 | 100 | 20.1 | 53.6 | 26.3 | 79.9 | 80 | 80.7 |
| African American | 7 | I/S | I/S | I/S | I/S | I/S | 68.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 90 | 88.5 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 76.6 | 68 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 86.7 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 30 | 100 | N/AV | N/AV | N/AV | 55.6 | 49.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 77.8 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 101 | 100 | 26 | 51 | 22.9 | 74 | 69.8 | 62.1 |

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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 305 | 98.4 | 12.4 | 32.8 | 54.8 | 87.6 | 78.9 | 70.2 | 96.3 | 96.5 |
| Gender | | | | | | | | | | |
| Male | 167 | 97.6 | 18.1 | 36.8 | 45.2 | 81.9 | 72.2 | 63.2 | 96.4 | 96.4 |
| Female | 138 | 99.3 | 5.9 | 28.1 | 65.9 | 94.1 | 86.1 | 77.5 | 96.2 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 289 | 98.6 | 11.6 | 33.5 | 54.9 | 88.4 | 80.6 | 79.1 | 96.3 | 96.4 |
| African American | 11 | 90.9 | I/S | I/S | I/S | I/S | 65.8 | 57.6 | 96.7 | 96.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 93.2 | 86.2 | N/A | 98 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 69.2 | 62.6 | 96.9 | 97 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 82.4 | 68.7 | 93.9 | 96.2 |
| Disability Status | | | | | | | | | | |
| Disabled | 37 | 97.3 | 55.9 | 41.2 | 2.9 | 44.1 | 33.3 | 26.1 | 95.4 | 95.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 95.5 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 73.4 | 61.2 | 96.7 | 97.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 147 | 98.6 | 15.1 | 36.7 | 48.2 | 84.9 | 67.9 | 58.9 | 95.8 | 95.8 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 119 | 100 | 17.8 | 27.1 | 55.1 | 82.2 |
| | 4 | 91 | 100 | 9.5 | 45.2 | 45.2 | 90.5 |
| | 5 | 95 | 100 | 16.1 | 55.9 | 28 | 83.9 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 119 | 100 | 26.3 | 39 | 34.7 | 73.7 |
| | 4 | 91 | 100 | 7.1 | 60.7 | 32.1 | 92.9 |
| | 5 | 95 | 100 | 20.4 | 57 | 22.6 | 79.6 |
| | 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 | | | | | | | |
| 2009 | 3 | 60 | 100 | 27.1 | 49.2 | 23.7 | 72.9 |
| | 4 | 91 | 100 | 15.5 | 72.6 | 11.9 | 84.5 |
| | 5 | 47 | 100 | 19.6 | 76.1 | 4.3 | 80.4 |
| | 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 |
| Social Studies | | | | | | | |
| 2009 | 3 | 59 | 100 | 6.8 | 52.5 | 40.7 | 93.2 |
| | 4 | 91 | 100 | 17.9 | 58.3 | 23.8 | 82.1 |
| | 5 | 48 | 100 | 42.6 | 42.6 | 14.9 | 57.4 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 119 | 98.3 | 13.9 | 24.3 | 61.7 | 86.1 |
| | 4 | 91 | 97.8 | 12 | 34.9 | 53 | 88 |
| | 5 | 95 | 99 | 10.9 | 41.3 | 47.8 | 89.1 |
| | 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 |

Abbreviations for Missing Data

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