



## DAUFUSKIE ISLAND ELEMENTARY

PO Box 54  
Daufuskie, SC 29915

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	14 Students	
<b>Principal</b>	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 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Excellent
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	At-Risk

## 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

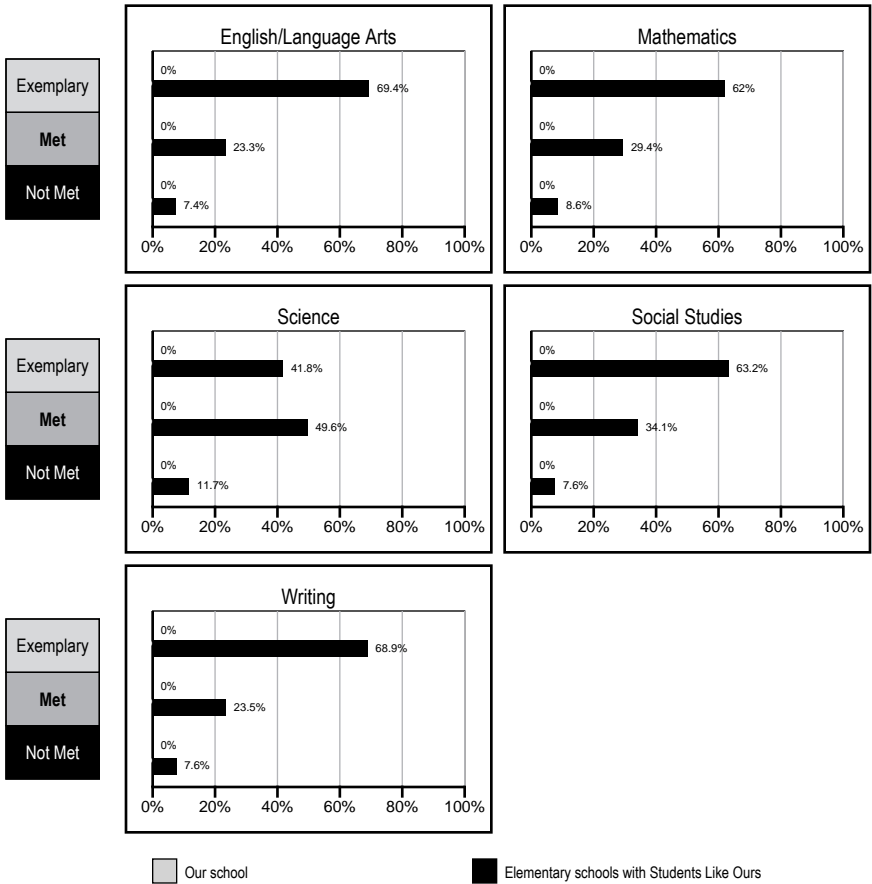
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 85.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=14)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.3%	1.2%
Attendance rate	97.1%	Down from 98.1%	96.9%	96.1%
Eligible for gifted and talented	44.4%	Down from 66.7%	39.7%	11.7%
With disabilities other than speech	6.3%	Up from 0.0%	4.7%	8.0%
Older than usual for grade	9.1%	Up from 0.0%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=3)</b>				
Teachers with advanced degrees	66.7%	Down from 100.0%	66.7%	60.5%
Continuing contract teachers	100.0%	No Change	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	100.0%	No Change	88.3%	87.0%
Teacher attendance rate	100.0%	Up from 98.9%	95.2%	95.4%
Average teacher salary*	I/S	I/S	\$50,420	\$47,288
Professional development days/teacher	6.8 days	Down from 8.3 days	7.8 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 0.0	6.0	4.0
Student-teacher ratio in core subjects	7.0 to 1	Up from 6.0 to 1	20.9 to 1	19.2 to 1
Prime instructional time	96.1%	Up from 94.8%	93.6%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$24,833	Up 85.4%	\$7,689	\$7,548
Percent of expenditures for instruction**	71.5%	Up from 69.3%	67.9%	68.7%
Percent of expenditures for teacher salaries**	57.7%	Up from 51.3%	65.8%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Daufuskie Island Elementary School is the smallest elementary school located within the Beaufort County School District. This makes the school very unique in that there are two multi-age classrooms: Pre Kindergarten through Second grades and Third through Fifth grades. There are a total of sixteen students in a school only accessible by a ferry. The staff consists of one principal, one lead teacher, who is also the Pre Kindergarten-Second grade teacher, one Third-Fifth grade teacher, and one fulltime assistant that continually strive to keep both parents and community members involved in the school setting. The students are fortunate to be provided with an individualized instructional approach based on their own strengths and needs. The hard work and dedication of the staff and students has been recognized in being named a Palmetto Gold Award Winner for general performance, while also making Advanced Yearly Progress for the 2008-2009 academic year. These accomplishments are two ways this school has shown academic gains throughout the past years.

Dr. Jacqueline Rosswurm, Principal  
 Brooke Rowe, Lead Teacher

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	3	9	4
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

YES

This school met 5 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

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

All Students	9	I/S	I/S	I/S	I/S	I/S	83.6	83.5	Yes	Yes
<b>Gender</b>										
Male	5	I/S	I/S	I/S	I/S	I/S	80.3	80.1	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	87	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	92.8	89.6	I/S	I/S
African American	0	N/A	N/A	N/A	N/A	N/A	73.5	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	1	I/S	I/S	I/S	I/S	I/S	44.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	76.5	76.9	I/S	I/S

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

All Students	9	I/S	I/S	I/S	I/S	I/S	80.4	80.4	Yes	Yes
<b>Gender</b>										
Male	5	I/S	I/S	I/S	I/S	I/S	78.9	78.4	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	82	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	91.4	87.8	I/S	I/S
African American	0	N/A	N/A	N/A	N/A	N/A	66.5	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	1	I/S	I/S	I/S	I/S	I/S	41.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	72.4	72.8	I/S	I/S

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	6	I/S	I/S	I/S	I/S	I/S	65.1	67.3
<b>Gender</b>								
Male	4	I/S	I/S	I/S	I/S	I/S	64.8	66.9
Female	2	I/S	I/S	I/S	I/S	I/S	65.4	67.7
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	83.8	79.6
African American	0	N/A	N/A	N/A	N/A	N/A	45.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	79.5	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	29.8	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	49.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	51.4	55.4
<b>Social Studies</b>								
All Students	6	I/S	I/S	I/S	I/S	I/S	69.4	70.9
<b>Gender</b>								
Male	3	I/S	I/S	I/S	I/S	I/S	69.2	70.1
Female	3	I/S	I/S	I/S	I/S	I/S	69.5	71.7
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	83.1	79.2
African American	0	N/A	N/A	N/A	N/A	N/A	53	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	59.3	68
<b>Socio-Economic Status</b>								
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	57.6	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	9	I/S	I/S	I/S	I/S	I/S	70.5	72.1	97.1	96.7
<b>Gender</b>										
Male	5	I/S	I/S	I/S	I/S	I/S	63.9	65.2	96	96.7
Female	4	I/S	I/S	I/S	I/S	I/S	77.1	79.2	98.1	96.8
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	84.8	80.8	97.2	96.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	59.7	96.7	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.3	87	96.7	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.8	64.6	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	N/A	96
<b>Disability Status</b>										
Disabled	1	I/S	I/S	I/S	I/S	I/S	22.1	27.7	93.8	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.2	63.7	N/A	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	58.7	61.9	96.1	96.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	1	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	1	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
<b>Social Studies</b>							
<b>2009</b>	3	1	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	1	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	2	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	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