



## DUTCH FORK ELEMENTARY

7900 Broad River Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	552 Students	
<b>Principal</b>	June Lominack	803-476-3900
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8116
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

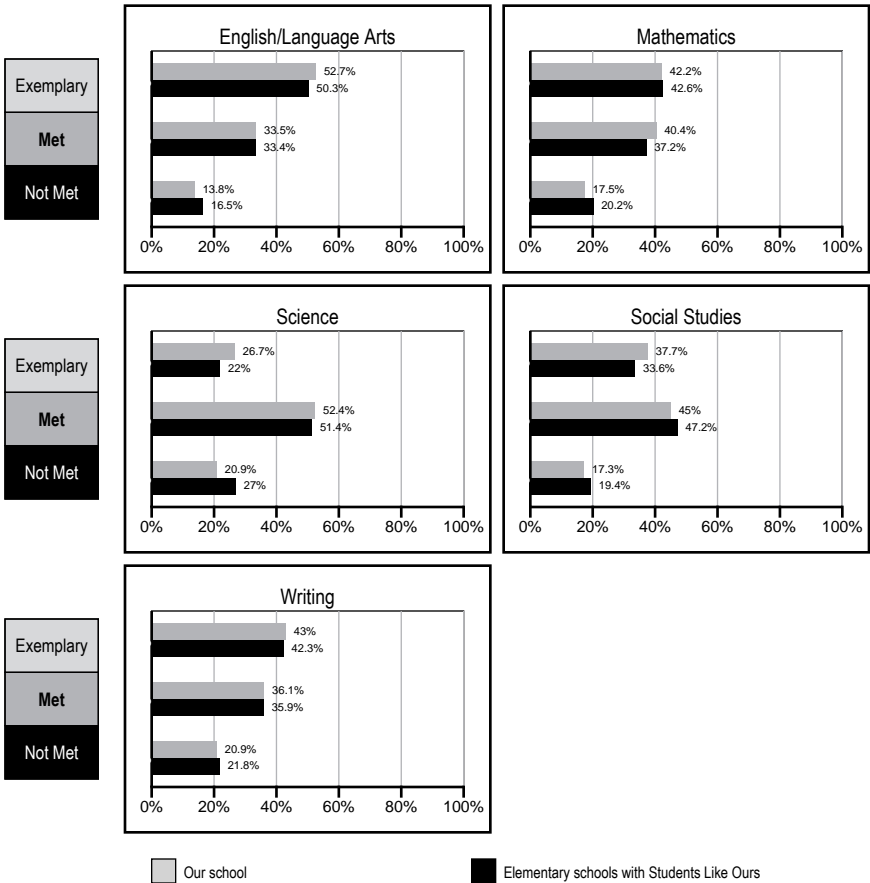
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	27	16	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=552)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.8%	1.2%
Attendance rate	99.9%	Up from 96.7%	96.5%	96.1%
Eligible for gifted and talented	20.0%	Up from 16.9%	17.0%	11.7%
With disabilities other than speech	4.6%	Down from 6.3%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	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=44)</b>				
Teachers with advanced degrees	63.6%	Down from 63.8%	61.5%	60.5%
Continuing contract teachers	93.2%	Up from 83.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 83.8%	89.3%	87.0%
Teacher attendance rate	93.1%	Up from 89.0%	95.8%	95.4%
Average teacher salary*	\$51,386	Up 6.7%	\$47,985	\$47,288
Professional development days/teacher	11.9 days	Up from 7.2 days	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 84.7%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,112	Up 3.5%	\$7,129	\$7,548
Percent of expenditures for instruction**	64.0%	Up from 63.1%	70.1%	68.7%
Percent of expenditures for teacher salaries**	63.2%	Up from 62.0%	67.0%	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

The mission of Dutch Fork Elementary School (DFES), through partnerships established among our staff, parents and community, is to provide each student a comprehensive high-quality academic program as outlined in the South Carolina State Standards. It is our purpose to foster positive social behaviors and attitudes in a safe, respectful environment. We will monitor progress through formative and summative assessments. Support will be provided through enrichment, intervention, peer coaching, guidance services, and continuing professional inquiry by staff members.

Our vision at DFES is to continue to create an atmosphere that promotes both challenging academic standards and development of social and life skills. The faculty, staff, students, parents, community members, PTO, and School Improvement Council all work together to provide a safe, warm, and nurturing atmosphere to create the best learning environment possible. We were named a "Community-Friendly School" this year.

DFES continued to improve academically as measured by our formative assessments. Our teachers focused on the reading process to foster growth for every child. They implemented daily read-alouds, book clubs, guided reading, independent reading, writer's workshop, reader's theater, word study and book buddies to help each child reach his or her maximum potential. We fully implemented the Everyday Mathematics program at all grade levels. Our MAP testing results indicate that over 60% of our students met their target growth in reading and over 70% met their target growth in math.

In addition to our academic offerings, we continued many of the programs from previous years, including Terrific Kids, Students of Distinction, Green Team Recyclers, PE Intramurals, Holiday Store, Fun Day, GEMS, talent shows, art displays, Spanish school store, Reader's Theater, Bingo Night, Fall Festival, Wendy's, Zaxby's and Sonic Night. Kit Klub, our after-school program, continued to provide an exemplary option for working parents. In Kit Klub, students participated in homework and tutoring sessions, cooking classes, gardening, computer lab, physical education, and many service projects.

DFES is working toward becoming a Green Steps School. We have earned a step in recycling and in energy conservation. Wal-Mart donated \$2,000 to assist us in our environmental projects.

We are committed to continuous improvement through engaging and thought-provoking curricula. We challenge our students to think, question, and apply their knowledge to solve problems. We have high expectations for all of our students and with our dedicated teachers, staff, and parents these expectations are met.

June Lominack, Principal

Leigh Ann Monroe, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	95	75
Percent satisfied with learning environment	100.0%	87.2%	93.3%
Percent satisfied with social and physical environment	100.0%	90.5%	89.2%
Percent satisfied with school-home relations	95.1%	94.6%	86.5%

\* 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 19 out of 19 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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	99.9%	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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	293	100	13.8	33.5	52.7	93.8	90.5	83.5	Yes	Yes
<b>Gender</b>										
Male	147	100	19.9	35.3	44.9	89.7	87.7	80.1	N/A	N/A
Female	146	100	7.9	31.7	60.4	97.8	93.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	122	100	9.3	23.7	66.9	98.3	94.8	89.6	Yes	Yes
African American	147	100	18	40.3	41.7	90.6	80.7	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	14	100	16.7	58.3	25	83.3	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	42.1	31.6	26.3	73.7	66.1	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	15.4	46.2	38.5	84.6	89.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	129	100	18.5	40.3	41.2	91.6	81.4	76.9	Yes	Yes

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

All Students	293	100	17.5	40.4	42.2	90.9	90.4	80.4	Yes	Yes
<b>Gender</b>										
Male	147	100	19.9	41.2	39	89.7	88.9	78.4	N/A	N/A
Female	146	100	15.1	39.6	45.3	92.1	91.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	122	100	9.3	28	62.7	96.6	94.8	87.8	Yes	Yes
African American	147	100	25.2	47.5	27.3	85.6	80.1	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	14	100	16.7	66.7	16.7	91.7	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	39.5	36.8	23.7	73.7	65	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	15.4	53.8	30.8	92.3	88	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	129	100	27.7	42	30.3	82.4	79.4	72.8	Yes	Yes

\* 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	201	100	20.9	52.4	26.7	79.1	81.1	67.3
<b>Gender</b>								
Male	98	100	22.5	50.6	27	77.5	80.2	66.9
Female	103	100	19.4	54.1	26.5	80.6	82	67.7
<b>Racial/Ethnic Group</b>								
White	80	100	8.9	50.6	40.5	91.1	88.8	79.6
African American	103	100	29.5	53.7	16.8	70.5	63.8	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	32	100	43.3	40	16.7	56.7	52.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	71.9	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	87	100	33.8	48.8	17.5	66.3	63.8	55.4
<b>Social Studies</b>								
All Students	199	99	16.4	45.5	38.1	83.6	84.4	70.9
<b>Gender</b>								
Male	100	98	18.1	41.5	40.4	81.9	83.4	70.1
Female	99	100	14.7	49.5	35.8	85.3	85.4	71.7
<b>Racial/Ethnic Group</b>								
White	83	98.8	10.1	39.2	50.6	89.9	89.2	79.2
African American	101	99	18.6	51.5	29.9	81.4	73.2	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	31	93.6	29.6	48.1	22.2	70.4	58.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	81.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	91	100	22.4	54.1	23.5	77.6	71.7	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	294	100	20.9	36.1	43	79.1	81	72.1	99.9	98.8
<b>Gender</b>										
Male	147	100	29.7	42	28.3	70.3	75.2	65.2	99.9	98.7
Female	147	100	12.2	30.2	57.6	87.8	86.9	79.2	99.9	98.8
<b>Racial/Ethnic Group</b>										
White	124	100	13.4	32.8	53.8	86.6	87.5	80.8	99.9	98.8
African American	147	100	26.4	40	33.6	73.6	66	59.7	99.9	98.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	14	100	41.7	16.7	41.7	58.3	74.5	64.6	99.9	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.4	99
<b>Disability Status</b>										
Disabled	41	100	55.3	31.6	13.2	44.7	39.4	27.7	99.9	98.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	30.8	38.5	30.8	69.2	75.6	63.7	99.9	99.2
<b>Socio-Economic Status</b>										
Subsidized meals	128	100	28	39	33.1	72	64.4	61.9	99.9	98.5

Abbreviations for Missing Data

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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	104	100	13.3	27.6	59.2	86.7
	4	108	100	19.6	36.4	43.9	80.4
	5	105	100	11	40	49	89
	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	83	100	20.3	23	56.8	79.7
	4	107	100	12.6	34	53.4	87.4
	5	103	100	10.2	40.8	49	89.8
	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	104	100	17.3	42.9	39.8	82.7
	4	108	100	18.7	44.9	36.4	81.3
	5	105	100	16	52	32	84
	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	83	100	28.4	28.4	43.2	71.6
	4	107	100	8.7	51.5	39.8	91.3
	5	103	100	18.4	37.8	43.9	81.6
	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	53	100	20	64	16	80
	4	108	100	24.3	54.2	21.5	75.7
	5	53	100	13.7	60.8	25.5	86.3
	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	42	100	41.7	22.2	36.1	58.3
	4	107	100	15.5	62.1	22.3	84.5
	5	52	100	16.7	54.2	29.2	83.3
	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

Abbreviations for Missing Data

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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	51	100	6.3	33.3	60.4	93.8
	4	108	100	15.9	53.3	30.8	84.1
	5	52	100	14.3	46.9	38.8	85.7
	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	N/A
<b>2010</b>	3	41	95.1	27.8	44.4	27.8	72.2
	4	107	100	5.8	50.5	43.7	94.2
	5	51	100	30	36	34	70
	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	102	100	22.4	36.7	40.8	77.6
	4	107	99.1	23.1	42.3	34.6	76.9
	5	104	98.1	15.2	39.4	45.5	84.8
	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	83	100	33.8	29.7	36.5	66.2
	4	107	100	14.4	46.2	39.4	85.6
	5	104	100	18.2	30.3	51.5	81.8
	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

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