



DUTCH FORK MIDDLE

1528 Old Tamah Road
Irmo, SC 29063

Grades	7-8 Middle School	
Enrollment	1,050 Students	
Principal	Roderic F. Taylor	803-732-8167
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	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
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	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

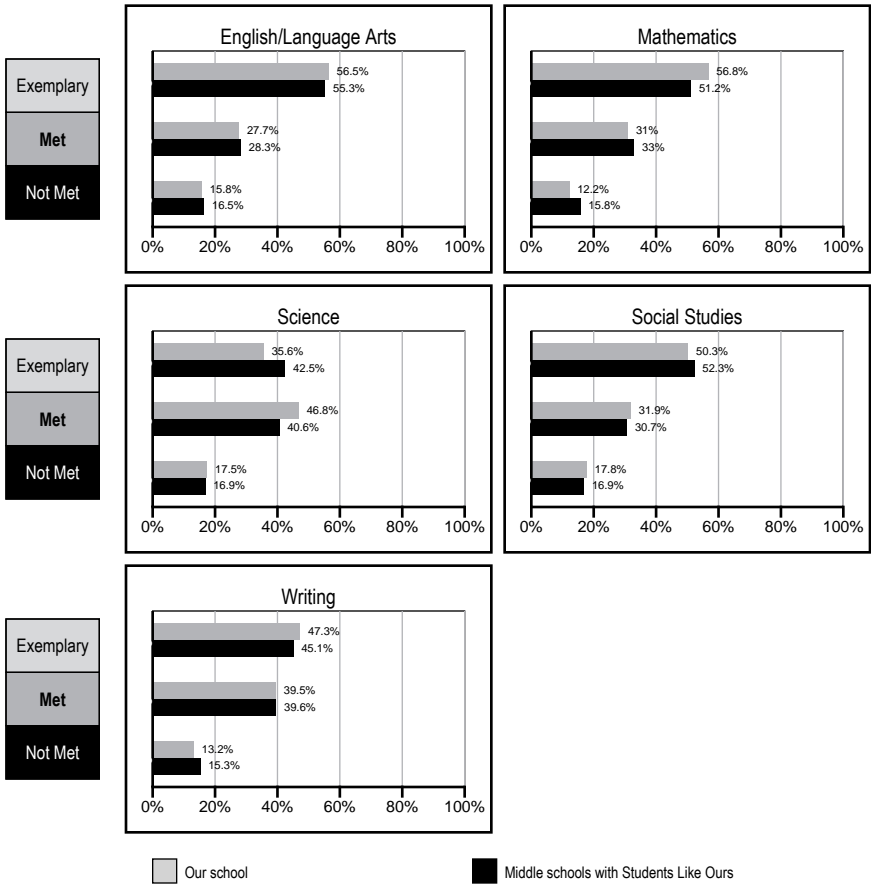
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	1	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.7%	99.8%
English 1	100.0%	99.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.8%	99.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,050)				
Students enrolled in high school credit courses (grades 7 & 8)	75.0%	Down from 82.1%	26.4%	24.2%
Retention rate	0.3%	Down from 0.5%	0.5%	0.7%
Attendance rate	97.1%	Up from 96.7%	96.1%	95.9%
Eligible for gifted and talented	48.3%	Up from 38.4%	39.8%	16.4%
With disabilities other than speech	6.4%	Down from 7.3%	7.9%	12.0%
Older than usual for grade	1.0%	Up from 0.9%	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.6%	1.1%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	64.2%	Up from 60.3%	55.6%	58.5%
Continuing contract teachers	83.6%	Up from 74.0%	85.2%	80.0%
Teachers with emergency or provisional certificates	5.0%	Down from 6.3%	1.4%	4.0%
Teachers returning from previous year	85.0%	Up from 81.6%	85.5%	84.6%
Teacher attendance rate	93.1%	Down from 94.4%	95.4%	95.4%
Average teacher salary*	\$50,255	Down 0.7%	\$47,652	\$46,561
Professional development days/teacher	6.9 days	Down from 11.7 days	10.2 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.4 to 1	22.8 to 1	21.1 to 1
Prime instructional time	89.1%	Down from 90.0%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.2%	99.8%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,934	Up 0.2%	\$7,172	\$7,802
Percent of expenditures for instruction**	62.4%	Up from 61.8%	66.4%	63.8%
Percent of expenditures for teacher salaries**	61.2%	Up from 60.4%	64.6%	60.0%

* 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

The mission of Dutch Fork Middle School, in partnership with our community, is to ensure that our students succeed through a rigorous academic program in a nurturing environment. We are "shaping the future... making connections" for all students. We continue to stress rigor, relevance, and relationships in our instructional program.

DFMS and District Five received accreditation through AdvancED. DFMS was also awarded the Palmetto Gold award for our scores on the Palmetto Assessment of State Standards (PASS). English 1 was offered for the first time to eighth-grade students and 100 percent of the students passed the end-of-course test.

For the second consecutive year, an eighth-grade student was the District Five winner of the South Carolina Department of Education Essay Contest. One of our eighth-grade Honors Art students won a \$1,000 art contest and a trip to New York City to attend a gallery event showcasing their art at the Society of Illustrators and Museum of American Illustration. An eighth-grade student had several of her pieces published in the book *So You Think You Can Write*.

The Footprints staff received an All State rating from the South Carolina Scholastic Press Association. The Student Council of Dutch Fork Middle School was awarded Bronze Status in the 2010 Gavel Award for the first time and Gold Honor Council status for the third consecutive year at the South Carolina Association of Student Councils State Convention.

The boys' basketball team completed their championship season undefeated. An eighth-grade student was named All-Region 4A and All-State golf teams for the second consecutive year.

We successfully implemented our Target 25 reading initiative, which requires every student to read 25 books. We also held our second annual Laps for Literacy 5K race to raise funds to support our literacy program.

Gaining National Board Certification were seventh-grade language arts teacher Erin Doty; seventh-grade math teacher Gloria Lee; eighth-grade language arts teacher, Jo Howe; and media specialist Sheri Carpenter. Celestine Pough, eighth-grade science teacher, was named Teacher of the Year; and Terri Arndt, receptionist, was elected Support Employee of the Year. Assistant Principal for Instruction, Dr. Michael Lofton, was named Principal of Chapin Middle School.

Parents volunteered and served on the DFMS School Improvement Council and PTSSO board, providing leadership as school, parents, and community members worked to actualize our school's mission.

During the 2009-2010 school year, students, faculty, and staff continued to showcase the academic, athletic, and overall excellence of Dutch Fork Middle.

Roderic F. Taylor, Principal
Lynn Fralick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	468	81
Percent satisfied with learning environment	90.3%	81.5%	88.9%
Percent satisfied with social and physical environment	93.1%	82.8%	93.8%
Percent satisfied with school-home relations	87.5%	87.5%	83.8%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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. 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	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	2.8%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	1052	99.8	16.8	29.2	54	89.5	90.5	83.5	Yes	Yes
Gender										
Male	530	100	21	29.4	49.6	86.6	87.7	80.1	N/A	N/A
Female	522	99.6	12.5	29.1	58.4	92.5	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	631	99.8	11.4	23.1	65.6	94	94.8	89.6	Yes	Yes
African American	370	100	26.1	40.7	33.1	81.5	80.7	74.6	Yes	Yes
Asian/Pacific Islander	24	95.8	9.5	14.3	76.2	95.2	94.2	92.7	I/S	I/S
Hispanic	13	100	30.8	46.2	23.1	84.6	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
Disability Status										
Disabled	75	97.3	70	17.1	12.9	47.1	66.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	25	37.5	37.5	93.8	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	292	99.7	28.1	35.8	36.1	80.7	81.4	76.9	Yes	Yes

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

All Students	1052	99.8	15.5	36.2	48.3	91.2	90.4	80.4	Yes	Yes
Gender										
Male	530	100	18.3	32.3	49.4	89.5	88.9	78.4	N/A	N/A
Female	522	99.6	12.7	40.2	47.1	92.9	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	631	99.8	10.2	30	59.7	95.1	94.8	87.8	Yes	Yes
African American	370	100	24.7	47.8	27.5	84.8	80.1	69.3	Yes	Yes
Asian/Pacific Islander	24	95.8	4.8	23.8	71.4	95.2	93.7	93.5	I/S	I/S
Hispanic	13	100	38.5	38.5	23.1	69.2	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
Disability Status										
Disabled	75	97.3	64.3	25.7	10	51.4	65	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	25	31.3	43.8	81.3	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	292	99.7	29.6	39.8	30.7	82.5	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	782	99.9	17.3	46.9	35.8	82.7	81.1	67.3
Gender								
Male	392	99.7	19.9	41.5	38.6	80.1	80.2	66.9
Female	390	100	14.6	52.4	33	85.4	82	67.7
Racial/Ethnic Group								
White	473	99.8	10.2	43.9	45.9	89.8	88.8	79.6
African American	269	100	29.8	53.1	17.1	70.2	63.8	49.7
Asian/Pacific Islander	17	100	13.3	26.7	60	86.7	85.5	84.4
Hispanic	11	100	N/A	N/A	N/A	63.6	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	56	98.2	62.3	26.4	11.3	37.7	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	31.3	43.8	25	68.8	71.9	58.6
Socio-Economic Status								
Subsidized meals	217	100	32.7	47.3	20	67.3	63.8	55.4
Social Studies								
All Students	786	99.9	17.7	31.9	50.4	82.3	84.4	70.9
Gender								
Male	397	99.8	17.5	26.4	56.1	82.5	83.4	70.1
Female	389	100	17.9	37.5	44.6	82.1	85.4	71.7
Racial/Ethnic Group								
White	476	100	12	26.6	61.4	88	89.2	79.2
African American	275	99.6	28.1	41.1	30.8	71.9	73.2	58.4
Asian/Pacific Islander	17	100	12.5	18.8	68.8	87.5	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
Disability Status								
Disabled	47	97.9	60.5	25.6	14	39.5	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	12	100	27.3	18.2	54.5	72.7	81.6	68
Socio-Economic Status								
Subsidized meals	214	100	29.5	37.5	33	70.5	71.7	60.8

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 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	1052	99.6	13.1	39.5	47.4	86.9	81	72.1	97.1	98.8
Gender										
Male	530	99.6	19.1	42.3	38.6	80.9	75.2	65.2	97	98.7
Female	522	99.6	7.1	36.7	56.2	92.9	86.9	79.2	97.2	98.8
Racial/Ethnic Group										
White	631	99.8	8.1	35.5	56.4	91.9	87.5	80.8	96.9	98.8
African American	371	99.2	21.8	47.5	30.8	78.2	66	59.7	97.3	98.7
Asian/Pacific Islander	23	100	4.8	23.8	71.4	95.2	88.8	87	98.1	99.3
Hispanic	13	100	30.8	46.2	23.1	69.2	74.5	64.6	94.9	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99
Disability Status										
Disabled	71	95.8	68.2	27.3	4.5	31.8	39.4	27.7	95.8	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	25	56.3	18.8	75	75.6	63.7	96.7	99.2
Socio-Economic Status										
Subsidized meals	287	99.3	25.5	48.2	26.3	74.5	64.4	61.9	96.3	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
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	100	16	37.2	46.9	84
	8	503	99.8	17.3	38.8	43.9	82.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	520	99.8	16.1	25.6	58.3	83.9
	8	532	99.8	17.4	32.8	49.8	82.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	100	12.5	39.3	48.2	87.5
	8	503	99.8	20.2	34.2	45.6	79.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	520	99.8	12.7	31.6	55.7	87.3
	8	532	99.8	18.2	40.7	41.1	81.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	529	99.8	14.5	55.5	30.1	85.5
	8	246	100	26.1	43.2	30.7	73.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	519	100	15.1	50.1	34.8	84.9
	8	263	99.6	21.7	40.6	37.8	78.3

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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	99.8	15.6	40	44.4	84.4
	8	256	99.2	18.8	40.4	40.8	81.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	518	100	17.9	30.7	51.4	82.1
	8	268	99.6	17.3	34.2	48.5	82.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	529	99.2	14.3	40.6	45.1	85.7
	8	508	99.8	14.5	47.3	38.3	85.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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	521	99.6	12.9	38.6	48.5	87.1
	8	531	99.6	13.4	40.4	46.2	86.6

Abbreviations for Missing Data

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