



## FORT DORCHESTER ELEMENTARY

5201 Old Glory Lane  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,312 Students	
<b>Principal</b>	Harolyn Hess	843-832-5550
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

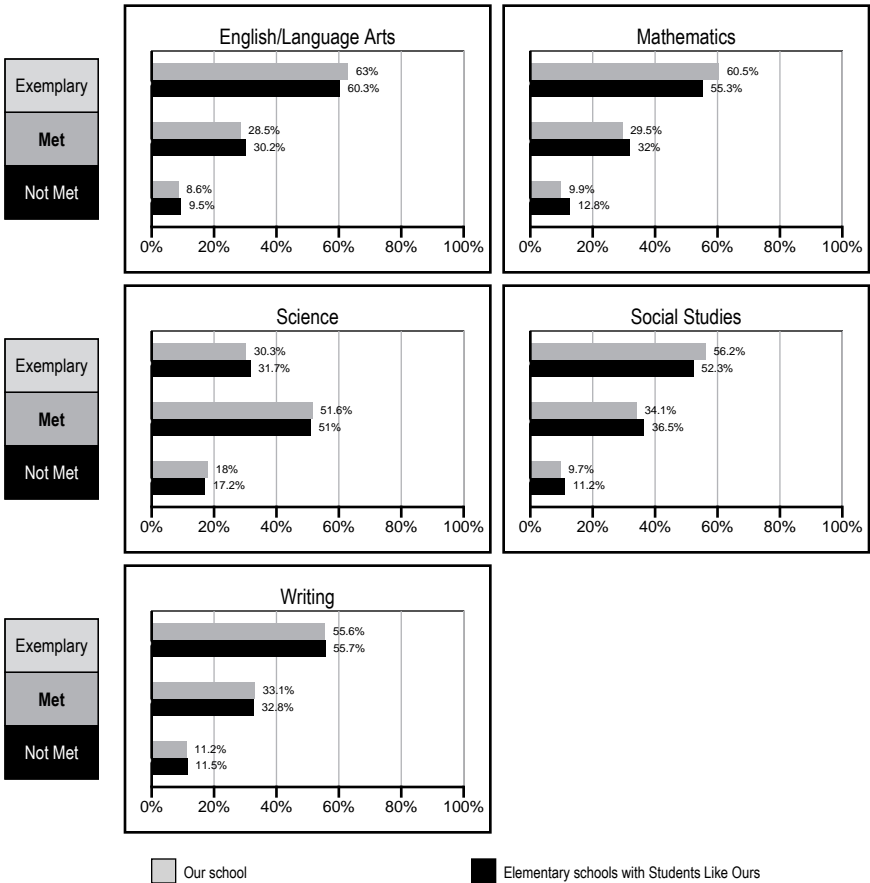
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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=1,312)</b>				
First graders who attended full-day kindergarten	98.5%	Up from 96.8%	98.5%	100.0%
Retention rate	0.1%	Down from 0.5%	0.6%	1.1%
Attendance rate	96.4%	Up from 96.3%	96.7%	96.2%
Served by gifted and talented program	25.5%	Up from 21.8%	30.0%	13.4%
With disabilities other than speech	1.4%	Down from 5.3%	3.0%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=80)</b>				
Teachers with advanced degrees	46.3%	Down from 50.0%	62.8%	62.5%
Continuing contract teachers	82.5%	Up from 79.7%	92.2%	88.2%
Teachers returning from previous year	91.1%	Up from 78.6%	90.8%	87.8%
Teacher attendance rate	94.3%	Down from 95.4%	94.9%	95.2%
Average teacher salary*	\$43,906	Down 0.7%	\$48,507	\$46,773
Professional development days/teacher	9.5 days	Up from 9.0 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.5 to 1	21.3 to 1	19.9 to 1
Prime instructional time	90.1%	Down from 91.1%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 98.6%	99.9%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,210	Down 9.6%	\$6,353	\$7,447
Percent of expenditures for instruction**	64.2%	Down from 66.1%	69.9%	68.4%
Percent of expenditures for teacher salaries**	63.2%	Down from 63.9%	68.8%	65.8%

\* 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

At Fort Dorchester Elementary our mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life," drives our curriculum decisions to meet the needs of our students. We ended our ninth year serving the instructional needs of 1314 four year old through fifth grade students. Situated in the Wescott community, we are in a transient and fast growing area. Our 112 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 continue to add much to enhance the school's educational programs and environment. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. Some highlights of our school year, based on support from these groups, include several family night events, a school carnival, Positive Behavior Intervention awards and student awards programs. During the 2010-2011 school year, FDES achieved Palmetto Gold status for overall student achievement and for closing the achievement gap of sub-groups.

While test scores for the school continue to improve, dealing with the transient and growing population of the FDES attendance area and meeting the academic needs of each sub-group of students are Fort Dorchester Elementary's most challenging areas. To meet these challenges we employ our content interventionists, a facilitator and a part-time Instructional Technology teacher specialist. The entire faculty participated in a book study on Explicit Direct Instruction (EDI). 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. In addition, we provide staff development for teachers in all academic areas. We will continue to focus on welcoming and assessing the needs of new students as quickly as possible so that we can provide for areas of need.

For the 2010-2011 school year, we have worked toward meeting the needs of each individual child. Data collection through the use of DIBELS, one minute testing probes, District and ENI Benchmark tests 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 the 2011-2012 school year will include staff development in the areas of spelling and developing EDI lessons to maximize instruction. We look forward to successes in all areas. We feel that we have completed a successful year at Fort Dorchester Elementary.

Harolyn Hess, Principal  
Amy Diaz, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	80	175	136
Percent satisfied with learning environment	97.5%	83.4%	95.4%
Percent satisfied with social and physical environment	98.7%	81.6%	94.0%
Percent satisfied with school-home relations	96.3%	89.1%	88.1%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 30 out of 31 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 79.4% (Met or Exemplary)**

All Students	624	99.7	8.9	28.6	62.5	94.9	88.8	82.4	Yes	Yes
<b>Gender</b>										
Male	297	99.7	11.8	34.8	53.4	93.5	86	78.7	N/A	N/A
Female	327	99.7	6.3	23.2	70.5	96.2	91.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	324	99.4	6.8	22.6	70.6	96.1	92.7	88.9	Yes	Yes
African American	169	100	15.6	37.5	46.9	90.6	81.5	72.9	Yes	Yes
Asian/Pacific Islander	60	100	1.8	26.3	71.9	100	93.3	93	Yes	Yes
Hispanic	66	100	8.1	40.3	51.6	96.8	88	79.3	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	36.4	38.2	25.5	74.5	58.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	41	100	15.4	38.5	46.2	89.7	84	78.3	I/S	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	11.1	37	51.9	93.2	82.5	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	624	99.8	10.6	30.1	59.3	93.1	90.3	81.9	Yes	Yes
<b>Gender</b>										
Male	297	100	12.5	31.8	55.7	91.1	88.6	79.9	N/A	N/A
Female	327	99.7	8.9	28.6	62.5	94.9	91.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	324	99.7	5.5	27.3	67.2	95.8	94.6	88.9	Yes	Yes
African American	169	100	21.9	34.4	43.8	83.8	81.8	71.4	Yes	Yes
Asian/Pacific Islander	60	100	1.8	26.3	71.9	100	96.5	94.6	Yes	Yes
Hispanic	66	100	16.1	38.7	45.2	96.8	90.2	81.1	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	36.4	47.3	16.4	74.5	61.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	41	100	20.5	33.3	46.2	89.7	88.7	81.4	I/S	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	170	100	17.3	34.6	48.1	89.5	84.3	74.9	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	426	99.8	18	50.7	31.3	82	77.2	68.6
<b>Gender</b>								
Male	195	100	21.1	47	31.9	78.9	76.2	68.3
Female	231	99.6	15.4	53.8	30.8	84.6	78.3	68.9
<b>Racial/Ethnic Group</b>								
White	222	99.6	13.1	50.5	36.4	86.9	86.2	80.7
African American	119	100	29.7	47.7	22.5	70.3	60.8	51.4
Asian/Pacific Islander	34	100	3	57.6	39.4	97	91	85.3
Hispanic	47	100	22.7	54.5	22.7	77.3	71.8	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.6	70.8
<b>Disability Status</b>								
Disabled	35	100	50	23.5	26.5	50	43.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	26	100	29.6	55.6	14.8	70.4	59.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	115	100	27.5	51.4	21.1	72.5	65.5	57.3
<b>Social Studies</b>								
All Students	419	99.8	10.4	34.7	54.8	89.6	81.4	72.5
<b>Gender</b>								
Male	203	100	14.5	31.1	54.4	85.5	81.2	72
Female	216	99.5	6.7	38.1	55.2	93.3	81.6	73.1
<b>Racial/Ethnic Group</b>								
White	218	99.5	6.7	34.4	58.9	93.3	86.9	81
African American	111	100	19.8	34	46.2	80.2	70.6	60
Asian/Pacific Islander	43	100	N/AV	N/AV	N/AV	100	91	89
Hispanic	42	100	14.3	40.5	45.2	85.7	78.6	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.5	73.5
<b>Disability Status</b>								
Disabled	43	100	30.2	41.9	27.9	69.8	49.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	28	100	15.4	42.3	42.3	84.6	69.1	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	118	100	13.4	43.8	42.9	86.6	71.6	62.9

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	190	96.8	10.7	33.3	55.9	89.3	82.3	73.2	96.4	95.8
<b>Gender</b>										
Male	93	95.7	16.7	34.5	48.8	83.3	77.2	67.2	96.4	95.7
Female	97	97.9	5.4	32.3	62.4	94.6	87.4	79.4	96.4	95.8
<b>Racial/Ethnic Group</b>										
White	83	95.2	3.9	33.8	62.3	96.1	89.2	81.5	96.2	95.5
African American	55	96.4	21.2	36.5	42.3	78.8	71.1	61.3	96.9	96.1
Asian/Pacific Islander	24	100	9.1	27.3	63.6	90.9	84.8	87	97.4	96.8
Hispanic	28	100	11.5	30.8	57.7	88.5	78.8	66.7	95.5	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	96.9	94.9
<b>Disability Status</b>										
Disabled	15	66.7	I/S	I/S	I/S	I/S	34.9	26	94.9	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	14.3	35.7	50	85.7	66.2	65.7	95.9	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	56	91.1	10	48	42	90	71.5	63.2	95.8	95.1

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>2010</b>	3	226	100	4.7	23.2	72	95.3
	4	186	99.5	12.6	29.9	57.5	87.4
	5	200	100	13.8	39.7	46.6	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	213	100	7.5	18.5	74	92.5
	4	222	99.1	7.1	31.1	61.8	92.9
	5	189	100	12.6	36.8	50.5	87.4
	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	
<b>Mathematics</b>							
<b>2010</b>	3	226	100	12.3	29.9	57.8	87.7
	4	186	100	11.4	35.3	53.3	88.6
	5	200	100	17.5	42.3	40.2	82.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	213	100	13	24	63	87
	4	222	99.6	5.6	32.9	61.5	94.4
	5	189	100	13.7	33.5	52.7	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>Science</b>							
<b>2010</b>	3	114	99.1	29	30.8	40.2	71
	4	186	100	15.6	63.5	21	84.4
	5	100	100	31.6	50.5	17.9	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	110	100	18.6	38.2	43.1	81.4
	4	221	99.6	14.1	57.7	28.2	85.9
	5	95	100	26.4	48.4	25.3	73.6
	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	

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>2010</b>	3	114	99.1	7.6	32.4	60	92.4
	4	186	100	13.2	45.5	41.3	86.8
	5	100	100	19.1	47.9	33	80.9
	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>2011</b>	3	103	100	8.2	18.4	73.5	91.8
	4	222	99.6	10.7	40.7	48.6	89.3
	5	94	100	12.1	38.5	49.5	87.9
	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
<b>Writing</b>							
<b>2010</b>	3	230	97	14.4	25.4	60.3	85.6
	4	185	98.4	9.1	34.1	56.7	90.9
	5	202	97.5	11.3	32.8	55.9	88.7
	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
<b>2011</b>	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	190	96.8	10.7	33.3	55.9	89.3
	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

Abbreviations for Missing Data

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