



DUTCH FORK ELEMENTARY

7900 Broad River Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	561 Students	
Principal	Julius B. Scott	803-476-3900
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Excellent	Excellent
2009	Good	Excellent
2008	Good	Average
2007	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 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

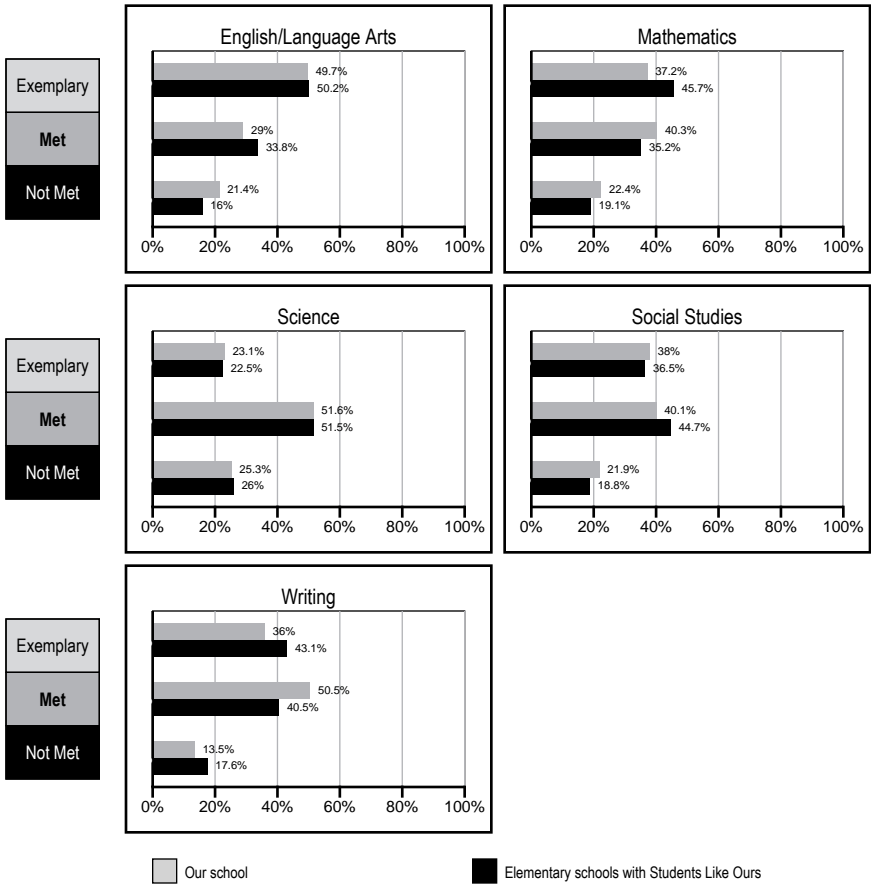
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	34	8	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
Students (n=561)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	0.9%	1.1%
Attendance rate	96.9%	Down from 99.9%	96.3%	96.2%
Served by gifted and talented program	20.1%	Up from 20.0%	20.1%	13.4%
With disabilities other than speech	3.2%	Down from 4.6%	3.2%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Up from 63.6%	65.9%	62.5%
Continuing contract teachers	97.7%	Up from 93.2%	90.0%	88.2%
Teachers returning from previous year	87.8%	Down from 89.3%	90.3%	87.8%
Teacher attendance rate	95.5%	Up from 93.1%	94.9%	95.2%
Average teacher salary*	\$50,058	Down 2.6%	\$48,401	\$46,773
Professional development days/teacher	6.6 days	Down from 11.9 days	10.9 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 92.4%	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%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,960	Down 1.7%	\$6,879	\$7,447
Percent of expenditures for instruction**	68.5%	Up from 64.0%	69.4%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Up from 63.2%	67.0%	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

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. This year we implemented a school-wide behavior plan, Positive Behavioral Intervention and Supports. As a result, we saw an increase in positive behavior among our students.

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 (SIC) all work together to provide a safe, warm, and nurturing atmosphere to create the best learning environment possible. This year our SIC's goal was to reach out to our neighboring businesses to let them know about the successes we have at DFES and to show our appreciation for their continued support.

DFES continued to improve academically, as measured by the Palmetto Assessment of State Standards (PASS). In our last state report card, we received an excellent in both Absolute and Improvement ratings. Our Measure of Academic Progress (MAP), given in the fall and spring, indicated that our students are improving in both reading and mathematics. When compared to other similar schools, our average improvement was greater than 60% higher than our virtual comparison group.

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, Field/Fun Day, GEMS, talent shows, art displays, Spanish school store, 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 continuing to work toward becoming a Green Steps School. We have earned more steps in recycling and energy conservation. We are well on our way to becoming a full-fledged Green Steps School.

DFES was chosen by the Arbor Day Committee of Irmo for a landscaping project that will beautify the front campus. New shrubbery, trees, flowers, and grass will enhance the appearance of our school.

We are committed to continuous improvement through an excellent curriculum, teachers who are life-long learners, and parents who support their children and their school. Everyone at DFES has high expectations for all of our students.

June Lominack, Principal

Emily Flores, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	104	75
Percent satisfied with learning environment	97.4%	85.6%	89.0%
Percent satisfied with social and physical environment	97.4%	85.3%	90.7%
Percent satisfied with school-home relations	94.7%	91.2%	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

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	5.8%	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	96.9%	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 = 79.4% (Met or Exemplary)

All Students	300	100	21.4	29	49.7	86.2	89.6	82.4	Yes	Yes
Gender										
Male	154	100	29.1	25.7	45.3	81.8	86.7	78.7	N/A	N/A
Female	146	100	13.4	32.4	54.2	90.8	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	107	100	15.4	24	60.6	88.5	93.8	88.9	Yes	Yes
African American	161	100	25.2	32.9	41.9	84.5	80.2	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	18	100	22.2	38.9	38.9	83.3	85.4	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	46	100	68.2	15.9	15.9	47.7	60.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	26.3	31.6	42.1	84.2	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	100	26.2	34.8	39	81.6	79.6	75.4	Yes	Yes

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

All Students	300	100	22.4	40.3	37.2	83.8	90.6	81.9	Yes	Yes
Gender										
Male	154	100	23	39.2	37.8	81.8	88.7	79.9	N/A	N/A
Female	146	100	21.8	41.5	36.6	85.9	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	107	100	10.6	41.3	48.1	90.4	95	88.9	Yes	Yes
African American	161	100	31	41.3	27.7	79.4	80.8	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	18	100	22.2	38.9	38.9	77.8	85.8	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	46	100	61.4	29.5	9.1	47.7	63	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	21.1	47.4	31.6	78.9	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	100	31.2	43.3	25.5	78	80.7	74.9	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	194	100	25.3	51.6	23.1	74.7	81.2	68.6
Gender								
Male	99	100	23.4	47.9	28.7	76.6	80.2	68.3
Female	95	100	27.2	55.4	17.4	72.8	82.2	68.9
Racial/Ethnic Group								
White	70	100	11.8	54.4	33.8	88.2	89.5	80.7
African American	102	100	33.3	53.1	13.5	66.7	62.7	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	13	100	38.5	38.5	23.1	61.5	76.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2	70.8
Disability Status								
Disabled	28	100	53.8	38.5	7.7	46.2	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	41.7	41.7	16.7	58.3	73.6	60.7
Socio-Economic Status								
Subsidized meals	97	100	28.1	57.3	14.6	71.9	65.8	57.3
Social Studies								
All Students	195	100	21.9	40.1	38	78.1	85.5	72.5
Gender								
Male	98	100	22.6	37.6	39.8	77.4	84.1	72
Female	97	100	21.3	42.6	36.2	78.7	86.8	73.1
Racial/Ethnic Group								
White	73	100	17.1	37.1	45.7	82.9	91.7	81
African American	102	100	26.5	42.9	30.6	73.5	71.3	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	12	100	16.7	33.3	50	83.3	81.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.6	73.5
Disability Status								
Disabled	31	100	62.1	24.1	13.8	37.9	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	15	100	21.4	28.6	50	78.6	83.8	69.7
Socio-Economic Status								
Subsidized meals	96	100	30.7	40.9	28.4	69.3	70.8	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
Writing										
All Students	111	100	13.5	50.5	36	86.5	83.4	73.2	96.9	96.8
Gender										
Male	52	100	23.5	45.1	31.4	76.5	77.5	67.2	96.9	96.8
Female	59	100	5	55	40	95	89.2	79.4	96.9	96.8
Racial/Ethnic Group										
White	39	100	12.8	43.6	43.6	87.2	88.6	81.5	96.6	96.7
African American	63	100	14.3	52.4	33.3	85.7	72.1	61.3	97.1	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	87	98	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	72.2	95.6	96.4
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	42.1	40.5	26	96.6	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.8	65.7	96.9	97.3
Socio-Economic Status										
Subsidized meals	53	100	17	58.5	24.5	83	71	63.2	96.4	96.1

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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							
2010	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
2011	3	100	100	22.9	18.8	58.3	77.1
	4	89	100	25.3	32.5	42.2	74.7
	5	111	100	17.1	35.1	47.7	82.9
	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							
2010	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
2011	3	100	100	32.3	26	41.7	67.7
	4	89	100	14.5	42.2	43.4	85.5
	5	111	100	19.8	51.4	28.8	80.2
	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							
2010	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
2011	3	50	100	39.6	35.4	25	60.4
	4	89	100	18.1	60.2	21.7	81.9
	5	55	100	23.6	52.7	23.6	76.4
	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

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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							
2010	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
2011	3	50	100	22.9	33.3	43.8	77.1
	4	89	100	18.1	45.8	36.1	81.9
	5	56	100	26.8	37.5	35.7	73.2
	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							
2010	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
2011	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	111	100	13.5	50.5	36	86.5
	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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