



DUTCH FORK MIDDLE

1528 Old Tamah Road
Irmo, SC 29063

Grades	7-8 Middle School	
Enrollment	1,099 Students	
Principal	Roderic F. Taylor	803-476-4800
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	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
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

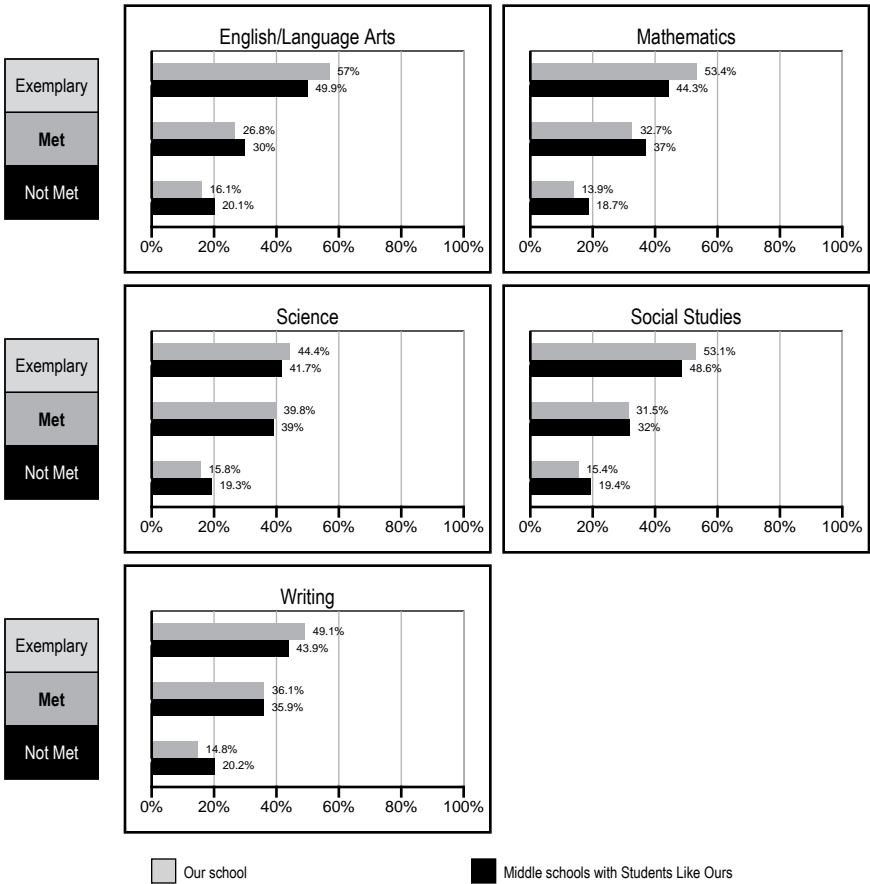
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	0	0	0

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

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%	99.1%
English 1	97.9%	99.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.4%	99.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,099)				
Students enrolled in high school credit courses (grades 7 & 8)	74.3%	Down from 75.0%	44.7%	24.5%
Retention rate	0.3%	No Change	0.4%	0.7%
Attendance rate	97.3%	Up from 97.1%	96.3%	95.9%
Served by gifted and talented program	43.8%	Down from 48.3%	30.3%	17.8%
With disabilities other than speech	4.4%	Down from 6.4%	7.8%	9.2%
Older than usual for grade	0.6%	Down from 1.0%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	60.3%	Down from 64.2%	66.7%	60.0%
Continuing contract teachers	88.2%	Up from 83.6%	88.2%	82.6%
Teachers returning from previous year	85.6%	Up from 85.0%	87.9%	85.6%
Teacher attendance rate	95.4%	Up from 93.1%	95.1%	95.3%
Average teacher salary*	\$48,243	Down 4.0%	\$49,572	\$46,300
Professional development days/teacher	7.2 days	Up from 6.9 days	7.9 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.1 to 1	23.9 to 1	21.5 to 1
Prime instructional time	91.7%	Up from 89.1%	90.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.9%	Down from 98.1%	91.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,277	Down 8.3%	\$6,726	\$7,634
Percent of expenditures for instruction**	66.0%	Up from 62.4%	66.0%	64.0%
Percent of expenditures for teacher salaries**	64.9%	Up from 61.2%	63.9%	61.2%

* 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 Middle School (DFMS), in partnership with our community, is to ensure that our students succeed through a rigorous academic program in a nurturing environment. At DFMS we are "shaping the future...making connections" for all students by continuing to stress rigor, relevance, and relationships.

During the 2010-11 school year DFMS focused on relationships. PE Coaches Agnello, Earley, and Taylor started an intramural program with the first Fox Cups being awarded to two Dens (homerooms) based on academics, behavior, and intramural contest results: Mrs. Dickerson (8th grade) and Mr. Rogers (7th grade). We also instituted components of positive behavior intervention (PBIS) through our Fox Card program, which recognized students every grading period for good behavior. DFMS also offered single gender Dens so that our guidance program could be more effective in addressing the different social and emotional needs of our students.

DFMS continued our literacy focus with our D5 Reads 365 program. Every nine weeks students who read at least five books had their names entered into a drawing with the chance to win an iPod shuffle.

DFMS had 95 Junior Scholars. Hamilton M. was elected as State Reporter for the SC Junior Beta Club. Four DFMS students auditioned and were selected for the South Carolina Junior High Honor Choir. Two students made All State Orchestra. Fifteen students marched with the DFHS Silver Spirit Band. Twenty-two students were recognized for having perfect scores on 2009 PASS testing, and DFMS was again awarded the Palmetto Gold award for our PASS scores.

The Mock Trial team made it to the state finals. The Boys' football team completed their championship season undefeated, and DFMS also fielded a baseball team for the first time.

Brandon Doty, seventh-grade science teacher, was named Teacher of the Year; and Mary Bouknight, cafeteria manager, was elected Support Staff Employee of the Year.

The DFMS PTSA started a Breathe Better Anti-Idling program. The DFMS School Improvement Council worked to get additional staff to assist with morning traffic congestion. DFMS Parent Kim Morris was named D5 Middle School Mentor of the Year; and Matt Haynes was named D5 Middle School Volunteer of the Year. We were recognized by the South Carolina Chapter of the National School Public Relations Association for our website, student handbook, and Foxer logo.

During the 2010-2011 school year, students, faculty, and staff continued to showcase the academic, athletic, and overall excellence of Dutch Fork Middle.

Mrs. Tammie Epps, SIC Chair

Roderic F. Taylor, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	519	99
Percent satisfied with learning environment	84.7%	80.6%	96.9%
Percent satisfied with social and physical environment	86.1%	82.5%	85.6%
Percent satisfied with school-home relations	97.2%	83.9%	88.5%

* 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 20 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	6.9%	0.0%	No
Student attendance rate	97.3%	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 = 79.4% (Met or Exemplary)

All Students	1099	99.9	16.1	26.8	57.1	88.6	89.6	82.4	Yes	Yes
Gender										
Male	550	100	21.8	24.9	53.3	84.1	86.7	78.7	N/A	N/A
Female	549	99.8	10.4	28.7	60.9	92.9	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	650	100	10	21.9	68.1	93	93.8	88.9	Yes	Yes
African American	390	99.7	26.9	35.5	37.6	80.1	80.2	72.9	Yes	Yes
Asian/Pacific Islander	35	100	8.8	17.6	73.5	100	94	93	I/S	I/S
Hispanic	17	100	18.8	37.5	43.8	87.5	85.4	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	78	100	66.7	20.8	12.5	47.2	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	19	100	26.3	26.3	47.4	89.5	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	321	100	30.8	34.4	34.8	78.6	79.6	75.4	Yes	Yes

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

All Students	1099	99.9	13.8	32.8	53.4	92.3	90.6	81.9	Yes	Yes
Gender										
Male	550	100	16.5	30.8	52.7	89.8	88.7	79.9	N/A	N/A
Female	549	99.8	11.2	34.6	54.2	94.6	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	650	100	7.3	27	65.7	96.5	95	88.9	Yes	Yes
African American	390	99.7	25.3	43.3	31.5	84.4	80.8	71.4	Yes	Yes
Asian/Pacific Islander	35	100	N/AV	N/AV	N/AV	100	96.6	94.6	I/S	I/S
Hispanic	17	100	25	37.5	37.5	93.8	85.8	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	78	100	54.2	33.3	12.5	62.5	63	47.3	Yes	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	19	100	21.1	42.1	36.8	94.7	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	321	100	28.1	40.8	31.1	83.3	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	828	100	15.8	39.8	44.4	84.2	81.2	68.6
Gender								
Male	432	100	16.7	35.7	47.6	83.3	80.2	68.3
Female	396	100	14.7	44.2	41.1	85.3	82.2	68.9
Racial/Ethnic Group								
White	488	100	8	37.1	54.9	92	89.5	80.7
African American	298	100	29.5	44.9	25.6	70.5	62.7	51.4
Asian/Pacific Islander	28	100	3.7	22.2	74.1	96.3	89.7	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	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	63	100	50.9	35.1	14	49.1	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	23.1	53.8	23.1	76.9	73.6	60.7
Socio-Economic Status								
Subsidized meals	248	100	28.8	46.7	24.5	71.2	65.8	57.3
Social Studies								
All Students	828	99.8	15.2	31.6	53.3	84.8	85.5	72.5
Gender								
Male	405	99.8	17.3	24.6	58.1	82.7	84.1	72
Female	423	99.8	13.2	38	48.8	86.8	86.8	73.1
Racial/Ethnic Group								
White	485	99.8	7.5	28.1	64.4	92.5	91.7	81
African American	295	99.7	28.7	38.7	32.6	71.3	71.3	60
Asian/Pacific Islander	28	100	3.6	21.4	75	96.4	91.3	89
Hispanic	13	100	25	25	50	75	81.3	69.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.6	73.5
Disability Status								
Disabled	59	98.3	54.5	36.4	9.1	45.5	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	14	100	28.6	28.6	42.9	71.4	83.8	69.7
Socio-Economic Status								
Subsidized meals	240	99.6	29.9	41.5	28.6	70.1	70.8	62.9

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	543	99.6	14.8	36.1	49.1	85.2	83.4	73.2	97.3	96.8
Gender										
Male	266	99.6	20.7	38.6	40.6	79.3	77.5	67.2	97.4	96.8
Female	277	99.6	9.3	33.7	57	90.7	89.2	79.4	97.3	96.8
Racial/Ethnic Group										
White	330	99.4	7.9	32.8	59.3	92.1	88.6	81.5	97.1	96.7
African American	184	100	26.7	42	31.3	73.3	72.1	61.3	97.6	97
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	93.8	87	98.5	97.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.8	72.2	96.8	96.4
Disability Status										
Disabled	36	97.2	62.5	28.1	9.4	37.5	40.5	26	96.7	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	13	100	27.3	36.4	36.4	72.7	75.8	65.7	97.5	97.3
Socio-Economic Status										
Subsidized meals	149	100	28.4	39.7	31.9	71.6	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	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
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	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	559	100	17.6	26.8	55.6	82.4
	8	540	99.8	14.5	26.8	58.7	85.5
Mathematics							
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
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	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	559	100	16.1	31.2	52.7	83.9
	8	540	99.8	11.4	34.4	54.2	88.6
Science							
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
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	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	558	100	17	42.2	40.7	83
	8	270	100	13.1	34.7	52.1	86.9

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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	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
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	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	558	99.8	17.1	30.2	52.7	82.9
	8	270	99.6	11.2	34.4	54.4	88.8
Writing							
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
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	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	543	99.6	14.8	36.1	49.1	85.2

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