



## Dutch Fork Elementary

7900 Broad River Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	517 Students	
<b>Principal</b>	Julius Scott	803-476-3900
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Average</b>
2012	Good	Good
2011	Good	Average
2010	Excellent	Excellent
2009	Good	Excellent

## 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://www.eoc.sc.gov>

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

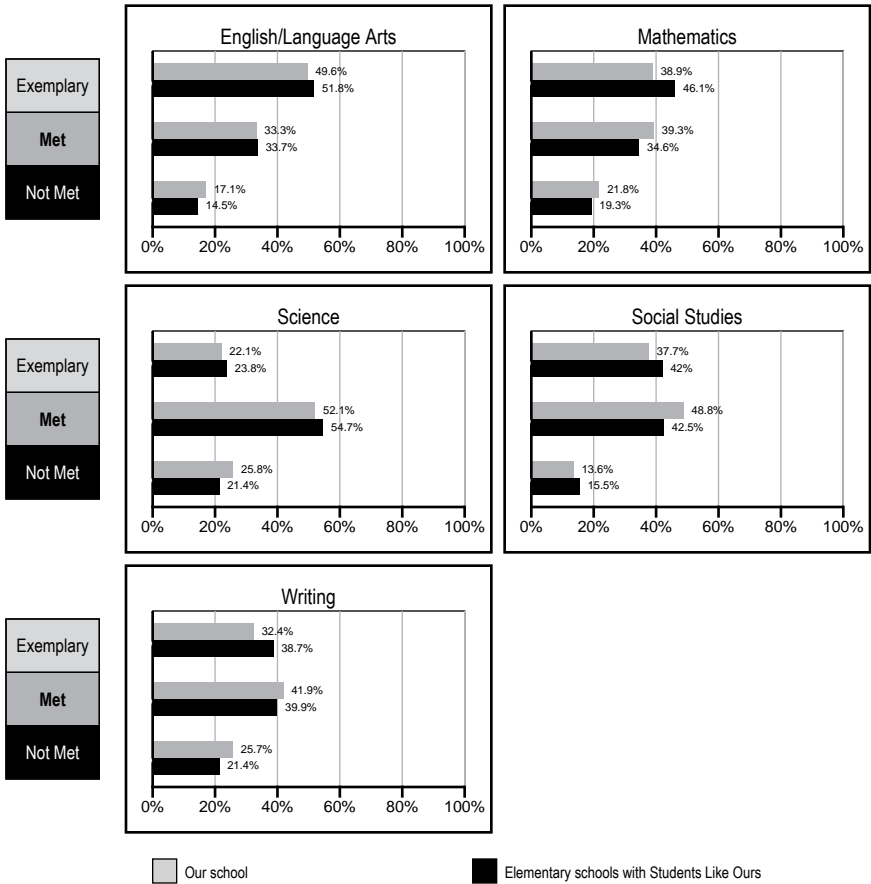
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
39	31	9	0	1

\* Ratings are calculated with data available by 12/14/2013.

**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=517)</b>				
First graders who attended full-day kindergarten	98.8%	Up from 67.5%	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.8%	0.9%
Attendance rate	96.9%	Down from 97.2%	96.5%	96.3%
Served by gifted and talented program	7.5%	N/A	10.1%	7.2%
With disabilities	15.5%	N/A	11.5%	12.4%
Older than usual for grade	0.7%	N/A	1.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	57.8%	Down from 60.0%	65.1%	62.5%
Continuing contract teachers	86.7%	Down from 93.3%	86.2%	83.3%
Teachers returning from previous year	92.5%	Up from 91.9%	89.8%	88.3%
Teacher attendance rate	95.5%	Down from 95.8%	95.2%	95.0%
Average teacher salary*	\$49,235	Down 1.0%	\$49,298	\$48,193
Professional development days/teacher	1.9 days	Down from 13.1 days	11.6 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 18.2 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 91.8%	90.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 96.3%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,634	Up 3.8%	\$7,006	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 68.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Up from 67.3%	67.0%	66.0%

\* 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

During the 2011-2012 school year our theme at Dutch Fork Elementary was to create a Culture of Collaboration, a Culture of Celebrations, and a Culture of Continuous Improvement. We were pleased that our efforts paid off and were reflected in the 2012 SC Report Card as our school earned "Good" for both the absolute and improvement ratings. Additionally our school earned a "B" on the ESEA/Federal Accountability Rating System.

We learned in the fall of 2012, pending school board approval, that Dutch Fork Elementary may become a magnet school beginning in the 2014-2015 school year. Consequently we began charting a plan for becoming a magnet school. This plan included creating a magnet focus that is unique and can not be found at another elementary school in the state. DFES has a rich history with conservation and recycling efforts that have gained us statewide recognition. As a result, we decided to pursue becoming an environmental science academy that reflects these values.

With a focus on environmental science our proposed theme for the magnet program will be "From the Mountains to the Sea." Each grade level will focus on a different region of our state which will include: kindergarten focusing on the Blue Ridge, first grade focusing on the Piedmont, second grade focusing on the Sand Hills, third grade focusing on the Upper Coastal Plain, fourth grade focusing on the Lower Coastal Plain, and fifth grade focusing on the Coastal Zone.

If approved, during the first year of implementation each grade level will be introduced to their respective regions during the first nine weeks. They will investigate air and water of their region during the second nine weeks. Living systems of each region will be explored during the third nine weeks. Finally during the fourth nine weeks each grade level will complete capstone projects that will include the culture, historical, and political landscape of their respective regions.

Our proposed magnet school looks to feature a full time lead scientist that will assist teachers and students on guided field studies of each grade levels designated regions. Students will apply science literacy and new learning and observations. Also students will learn about and begin using sustainable practices in our school environment and within our local community.

Finally we have established mutual partnerships with environmental based organizations within our surrounding community including Saluda Shoals Park and Sonoco. We will look to expand upon these partnerships to include South Carolina Electric and Gas, the Department of Health and Environmental Control, and Keeping the Midlands Beautiful.

We are genuinely excited about the unique learning opportunities that lie ahead for the students of Dutch Fork Elementary.

Julius B. Scott, Principal  
Pamela Benjamin, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	94	27
Percent satisfied with learning environment	91.5%	96.8%	96.3%
Percent satisfied with social and physical environment	94.2%	87.1%	96.6%
Percent satisfied with school-home relations	91.4%	94.7%	92.9%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>90.5</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Dutch Fork Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	5.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	668.4	652.1	625.0	650.1	100.0	100.0
Male	660.3	646.2	624.0	650.0	100.0	100.0
Female	676.3	658.0	625.9	650.1	100.0	100.0
White	684.5	664.0	642.3	651.3	100.0	100.0
African American	655.6	641.2	613.0	646.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	604.5	601.1	573.1	604.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.9	635.1	609.7	634.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	77	100	27.4	30.1	42.5	72.6
	4	96	100	22.8	32.6	44.6	77.2
	5	94	100	23.7	34.4	41.9	76.3
	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>2013</b>	3	86	100	9.8	19.5	70.7	90.2
	4	77	100	24.7	35.6	39.7	75.3
	5	101	100	17.5	43.3	39.2	82.5
	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
<b>Mathematics</b>							
<b>2012</b>	3	77	100	28.8	37	34.2	71.2
	4	96	100	20.7	28.3	51.1	79.3
	5	94	100	26.9	34.4	38.7	73.1
	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>2013</b>	3	86	100	14.6	37.8	47.6	85.4
	4	77	100	15.1	50.7	34.2	84.9
	5	101	100	33	32	35.1	67
	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>2012</b>	3	38	100	31.4	42.9	25.7	68.6
	4	96	97.9	20	58.9	21.1	80
	5	47	100	37	41.3	21.7	63
	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>2013</b>	3	44	100	16.7	42.9	40.5	83.3
	4	77	100	26	58.9	15.1	74
	5	50	100	33.3	50	16.7	66.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	39	100	26.3	42.1	31.6	73.7
	4	96	100	10.9	50	39.1	89.1
	5	47	100	25.5	29.8	44.7	74.5
	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
<b>2013</b>	3	42	100	7.5	45	47.5	92.5
	4	77	100	15.1	53.4	31.5	84.9
	5	51	100	18	44	38	82
	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>2012</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	96	100	33.7	30.5	35.8	66.3
	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>2013</b>	3	85	100	19.5	42.7	37.8	80.5
	4	78	100	27	50	23	73
	5	102	100	29.9	35.1	35.1	70.1
	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

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample