



Fort Dorchester Elementary School

5201 Old Glory Lane
Summerville, SC 29485

Grades	PK-5 Elementary School
Enrollment	1,173 Students
Principal	Harolyn H. Hess
Superintendent	Joseph R. Pye
Board Chair	Gail Hughes

THE STATE OF SOUTH CAROLINA

2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Good
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	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.

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

Percent of students tested in 2013-14 whose 2012-13 test scores were located

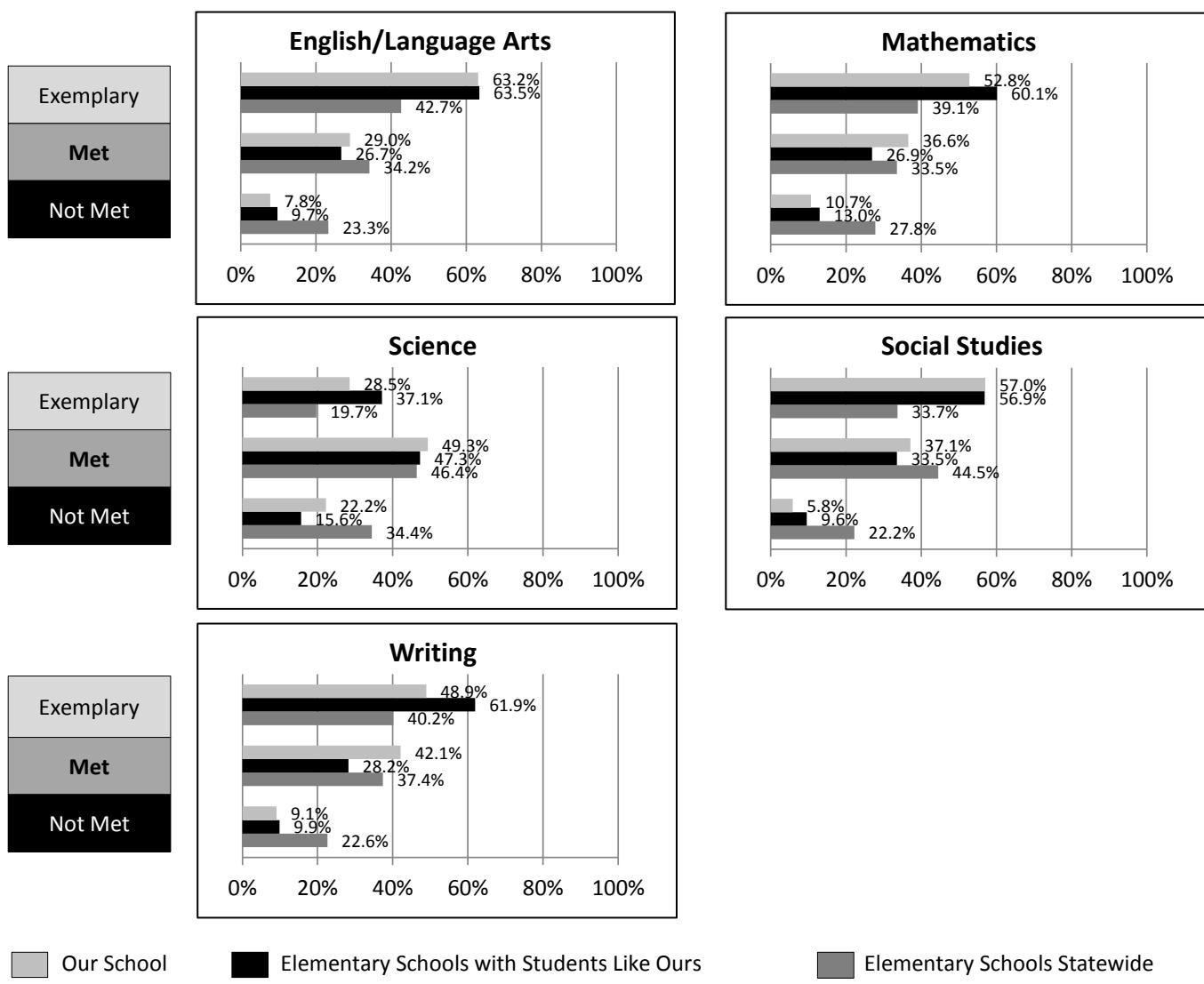
94.0%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	1	0	0	0

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 1,173)				
1st graders who attended full-day kindergarten	100.0%	Up from 97.3%	100.0%	100.0%
Retention Rate	0.8%	No change	0.6%	1.0%
Attendance Rate	97.1%	Up from 96.5%	96.9%	96.5%
Served by gifted and talented program	12.1%	Up from 11.3%	15.3%	7.3%
With disabilities	9.6%	Down from 10.6%	9.6%	12.5%
Older than usual for grade	0.8%	No change	0.9%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n = 67)				
Teachers with advanced degrees	53.7%	Down from 56.7%	61.7%	62.3%
Continuing contract teachers	91.0%	Up from 79.1%	84.2%	81.2%
Teachers returning from previous year	82.7%	Down from 84.3%	88.7%	88.4%
Teacher attendance rate	94.5%	Up from 93.5%	95.5%	95.3%
Average teacher salary*	\$46,981	Up 1.8%	\$49,562	\$47,902
Professional development days/teacher	12.8 days	Up from 9.1 days	11.2 days	10.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.1 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 89.2%	91.3%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Good	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,283	Down 2.3%	\$7,485	\$7,680
Percent of expenditures for instruction**	65.9%	Down from 66.0%	67.6%	66.8%
Percent of expenditures for teacher salaries**	65.2%	Up from 65.0%	66.6%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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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. To insure the success of our students, we intertwined "TAILS" (Teamwork, Achievement, Integrity, Leadership, and Service) in all learning experiences provided to our students. We ended our eleventh year serving the instructional needs of 1,200 four-year-old through fifth-grade students. 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: Technology Night, a musical performance, a school carnival, Positive Behavior Intervention awards, and student awards programs. During the 2013-2014 school year, FDES achieved Palmetto Gold status for overall student achievement and for Closing the Achievement Gap of sub-groups for the fourth consecutive year. As a Palmetto's Finest school, our students, staff, parents, and community continue to work together to ensure Fort Dorchester Elementary School remains one of the best schools in South Carolina.

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 full-time Instructional Technology teacher specialist. The entire faculty focused on differentiating instruction, implementation of more rigorous learning standards, and writing instruction to meet the needs of all students. We are committed to meeting the needs of every student by offering differentiated instruction 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.

This past school year, we have worked toward meeting the needs of each individual child. Data collection through the use of universal screeners helps to determine fluid groups for differentiation in all subject areas. Benchmark tests are used to determine overall and individual student needs. Our plans for the 2014-2015 school year will include staff development revolving around more rigorous learning standards, which will be fully implemented in all grade levels. We will also focus on the district RTI (Response to Intervention) model in an effort to meet the needs of all of our students. This has been a very successful year at Fort Dorchester Elementary School.

Harolyn Hess, Principal

Tracy McLaughlin, SIC Chairman"

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	175	121
Percent satisfied with learning environment	94.6%	84.0%	95.9%
Percent satisfied with social and physical environment	96.0%	86.8%	96.7%
Percent satisfied with school-home relations	98.6%	91.9%	81.7%

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

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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.

Overall Weighted Points Total	96.1
Overall Grade Conversion	A

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 (Title I Schools)

Fort Dorchester 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 school 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.
X	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4	3.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	7.3%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	665.8	663.9	639.2	671.8	100.0	100.0	100.0
Male	663.8	667.5	643.8	681.8	100.0	100.0	100.0
Female	667.8	660.2	634.1	662.0	100.0	100.0	100.0
White	674.5	675.2	647.5	679.2	100.0	100.0	100.0
African American	649.4	637.1	617.9	661.3	100.0	100.0	100.0
Asian/Pacific Islander	669.7	685.1	655.1	674.5	100.0	100.0	100.0
Hispanic	652.0	649.6	N/A	653.1	100.0	100.0	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	613.8	611.3	589.9	634.2	100.0	100.0	100.0
Limited English Proficient	650.0	660.3	N/A	N/A	100.0	100.0	N/A
Subsidized Meals	653.5	645.0	620.8	656.1	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

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Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
		3	174	671.4	99.4	174	659.5
2013	4	192	663.5	100.0	192	670.2	99.5
	5	183	672.6	100.0	183	665.9	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
	SCPASS Science			SCPASS Social Studies*/History			
	N	Mean	% Tested	N	Mean	% Tested	
	3	89	640.6	100.0	87	647.3	100.0
	4	191	649.3	100.0	192	683.2	100.0
	5	92	645.1	100.0	91	666.7	100.0

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
		3	196	670.6	100.0	196	655.8
2014	4	182	662.6	100.0	182	658.3	100.0
	5	194	663.7	100.0	194	677.2	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	SCPASS Science			SCPASS Social Studies*/History			
	N	Mean	% Tested	N	Mean	% Tested	
	3	101	637.5	100.0	95	659.8	99.0
	4	179	636.0	99.4	181	679.2	99.5
	5	98	646.7	100.0	95	670.0	99.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

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Performance by Group - ESEA/Federal Accountability (District)

4/27/2015

1802023

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	658.0	660.6	634.1	659.7	99.9	99.9	99.9	N/A
Male	653.4	660.6	634.4	662.5	99.9	99.9	99.8	N/A
Female	663.1	660.5	633.7	656.9	99.9	99.9	99.9	N/A
White	670.7	675.3	646.7	672.9	100.0	99.9	100.0	N/A
African American	636.1	633.7	610.7	638.2	99.9	100.0	99.6	N/A
Asian/Pacific Islander	668.7	684.3	651.0	672.8	100.0	100.0	100.0	N/A
Hispanic	649.6	650.6	627.4	645.8	99.2	99.5	100.0	N/A
American Indian/Alaskan	649.4	656.1	637.2	638.1	100.0	100.0	100.0	N/A
With Disabilities	605.8	604.5	588.5	617.4	99.4	99.7	99.6	N/A
Limited English Proficient	644.1	653.4	615.0	644.7	100.0	99.6	100.0	N/A
Subsidized Meals	640.9	640.7	617.6	640.8	99.8	99.9	99.7	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	643.8	645.7	650.0	656.7	99.9	99.9	99.8	N/A
Male	636.1	643.4	650.9	660.9	99.9	99.9	99.8	N/A
Female	651.3	647.9	649.0	652.7	100.0	100.0	99.8	N/A
White	656.9	659.2	664.6	669.7	100.0	99.9	99.9	N/A
African American	620.5	620.7	623.4	633.3	99.9	99.9	99.6	N/A
Asian/Pacific Islander	664.2	681.6	680.1	687.4	100.0	100.0	100.0	N/A
Hispanic	635.9	637.5	642.8	648.2	99.7	100.0	100.0	N/A
American Indian/Alaskan	661.6	651.2	665.2	671.5	100.0	100.0	100.0	N/A
With Disabilities	586.9	591.0	597.3	602.9	100.0	100.0	99.4	N/A
Limited English Proficient	626.7	636.0	634.6	642.5	99.4	100.0	100.0	N/A
Subsidized Meals	625.5	625.6	630.7	637.9	99.9	99.9	99.6	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	233.1	227.7	85.3	78.1	99.4	99.4	100.0	84.5
Male	230.2	228.8	85.5	79.2	99.3	99.4	100.0	79.9
Female	236.1	226.5	85.2	77.0	99.4	99.4	100.0	89.6
White	238.1	234.9	89.5	80.9	99.4	99.3	100.0	87.0
African American	223.0	212.2	77.5	73.1	99.1	99.5	100.0	80.1
Asian/Pacific Islander	240.6	240.5	90.6	81.1	100.0	100.0	100.0	97.7
Hispanic	228.2	225.0	82.0	78.3	100.0	100.0	100.0	75.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73.3
With Disabilities	207.2	199.8	71.1	68.9	97.5	97.5	100.0	44.3
Limited English Proficient	N/A	N/A	75.6	N/A	100.0	100.0	100.0	82.1
Subsidized Meals	225.8	216.9	80.4	73.8	99.4	99.4	100.0	75.3
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	1802023
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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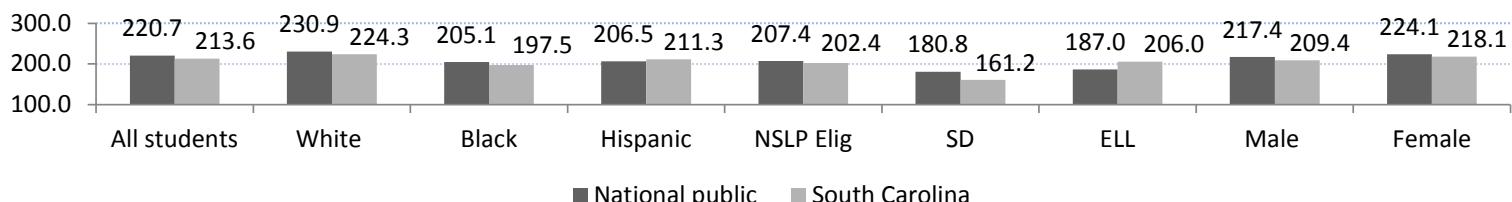
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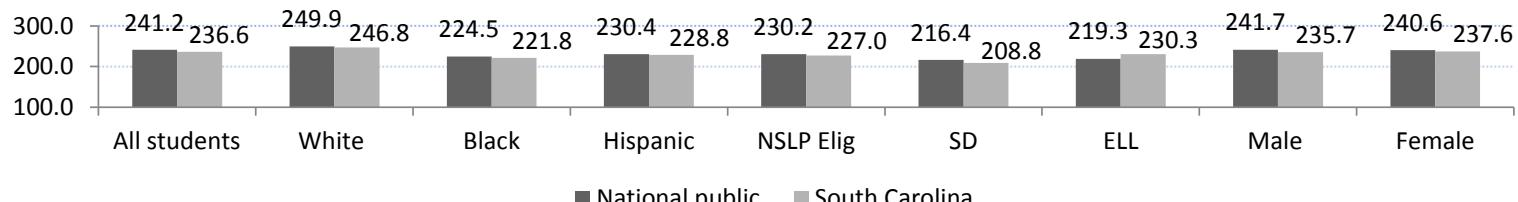
I/S-Insufficient Sample

*Performance reported for SC and nation, data not available at school level.

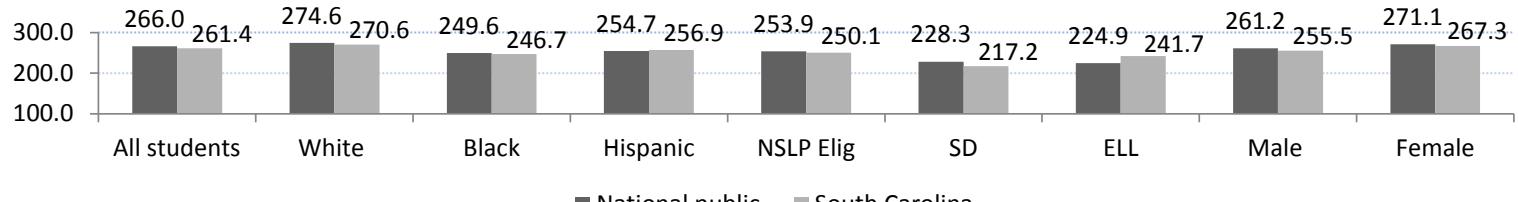
Reading - Grade 4 (2013)



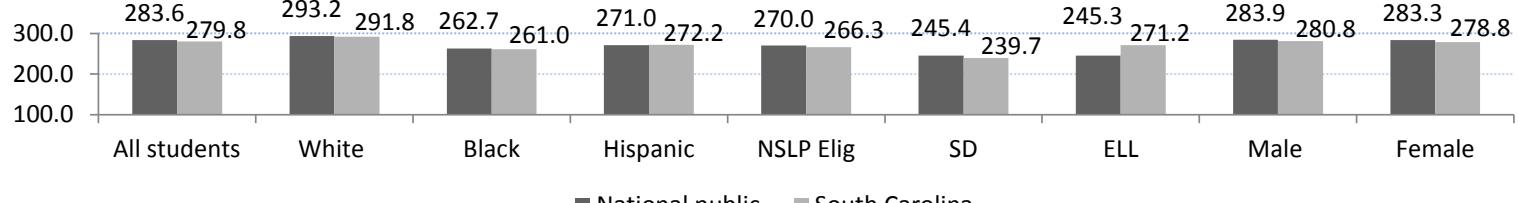
Mathematics - Grade 4 (2013)



Reading - Grade 8 (2013)



Mathematics - Grade 8 (2013)



Key

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

SD Participation Rate

ELL Participation Rate

Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

Our School

Number of recently arrived ELL students exempted from ELA in state assessments

1

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