



SC Annual School  
Report Card  
Summary

Fort Dorchester Elementary School  
DORCHESTER 2  
Grades: PK-5 Enrollment: 1,173  
Principal: Harolyn H. Hess  
Superintendent: Joseph R. Pye  
Board Chair: Gail Hughes

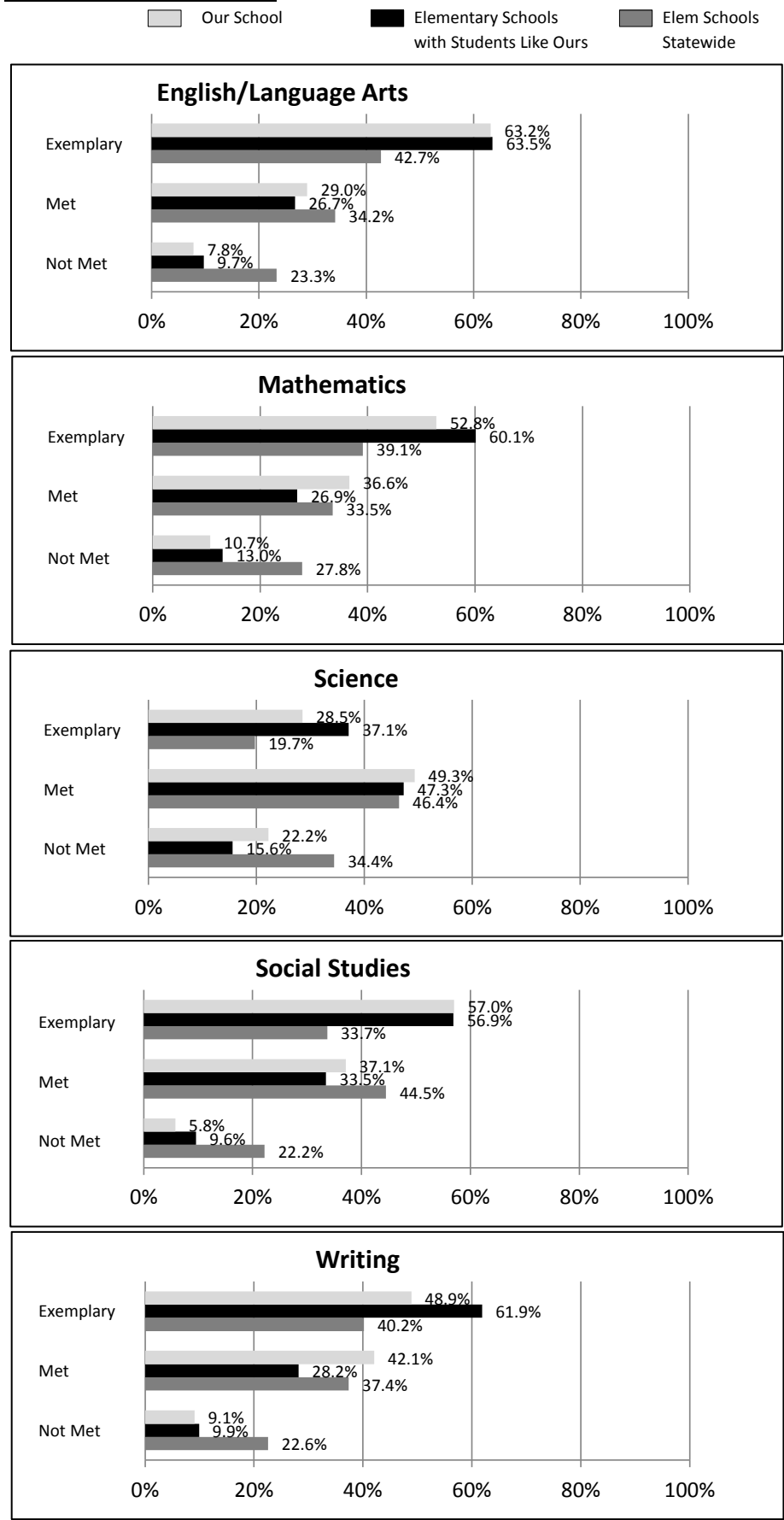
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on <a href="http://www.ed.sc.gov">www.ed.sc.gov</a> and <a href="http://www.eoc.sc.gov">www.eoc.sc.gov</a> as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Good	TBD	TBD	A	N/A
2013	Excellent	Good	GOLD	GOLD	A	N/A
2012	Excellent	Excellent	GOLD	GOLD	A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
29	1	0	0	0

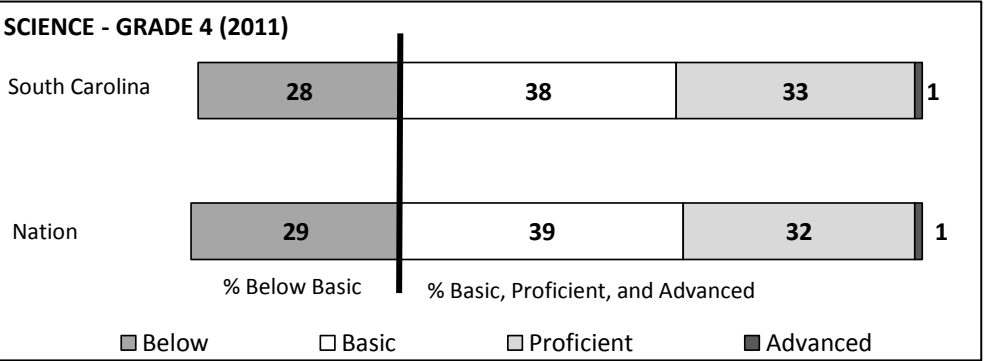
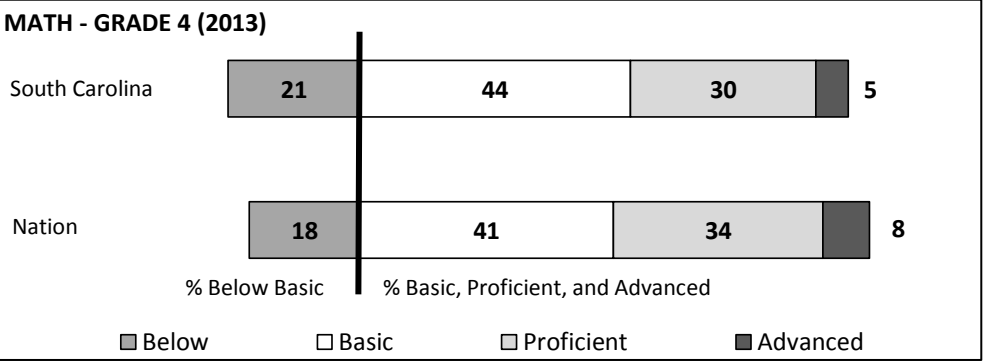
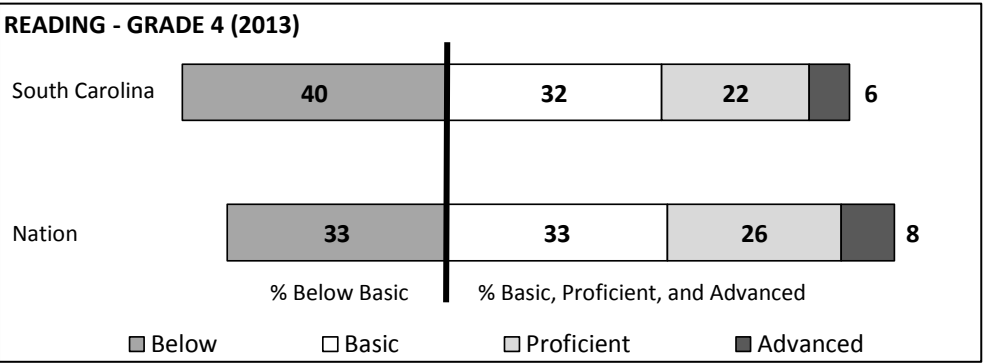
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Fort Dorchester Elementary School  
DORCHESTER 2  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 1,173)				
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
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
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%
ESEA composite index score	96.1	Up from 94.2	96.1	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

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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"