

Dutch Fork Middle

1528 Old Tamah Road
Irmo, SC 29063

Grades	7-8 Middle School	
Enrollment	1,014 Students	
Principal	Roderic F. Taylor	803-732-8167
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Good**	**At-Risk**
2007	Good	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Dutch Fork Middle	03/02/09-3205054

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

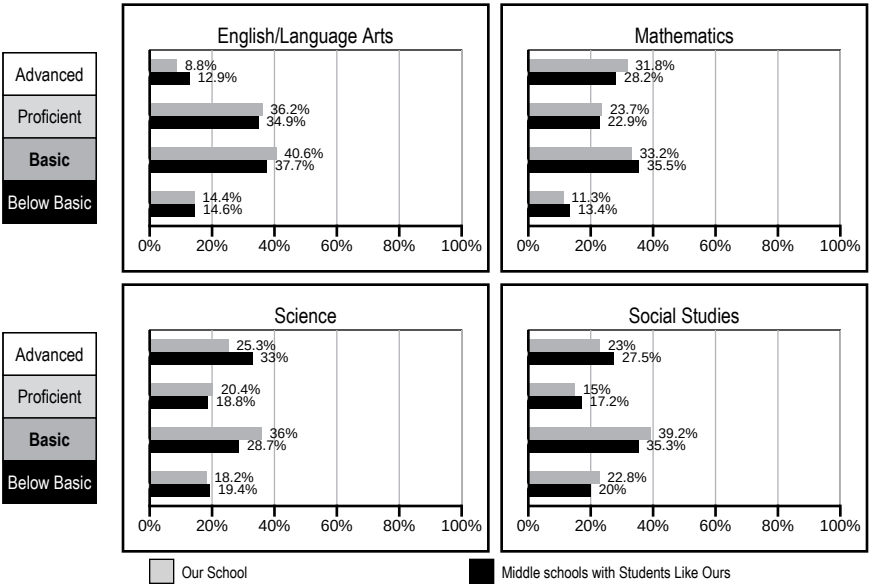
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	99.7
English 1	0	87.8
Physical Science	0	0
All Subjects	98.9	99.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,014)				
Students enrolled in high school credit courses (grades 7 & 8)	95.9%	Up from 75.7%	41.2%	19.4%
Retention rate	0.7%	Down from 2.9%	0.8%	1.8%
Attendance rate	97.0%	Up from 96.8%	96.8%	95.8%
Eligible for gifted and talented	36.0%	Up from 34.6%	27.9%	15.3%
With disabilities other than speech	7.5%	Down from 7.8%	8.8%	12.9%
Older than usual for grade	1.3%	No Change	1.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 0.8%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=72)				
Teachers with advanced degrees	50.0%	Down from 53.5%	62.4%	55.0%
Continuing contract teachers	75.0%	Up from 71.8%	77.3%	70.6%
Teachers with emergency or provisional certificates	8.1%	Down from 11.3%	1.9%	5.4%
Teachers returning from previous year	78.6%	Down from 80.5%	86.1%	83.4%
Teacher attendance rate	93.3%	Down from 94.4%	95.2%	94.9%
Average teacher salary	$47,492	Up 5.0%	$45,863	$44,706
Professional development days/teacher	12.7 days	Up from 12.4 days	10.9 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.0 to 1	23.6 to 1	20.1 to 1
Prime instructional time	89.0%	Down from 90.1%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 97.0%	99.5%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	$7,569	Up 3.7%	$6,779	$7,097
Percent of expenditures for instruction*	59.6%	Down from 61.1%	66.4%	64.4%
Percent of expenditures for teacher salaries*	58.0%	Down from 59.6%	59.4%	59.4%

* 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

The mission of Dutch Fork Middle School (DFMS)—where excellence is the standard and connections to the past, present, and future are imperative—is to ensure that early adolescents prepare for productive citizenship in a global society by exploring and succeeding within a rigorous academic program in a nurturing environment that involves the entire community. During the 2007-2008 school year, DFMS celebrated its 10-year anniversary as we continued our tradition of excellence and accomplishments.

The Academic Team placed first in the state at the Knowledge Master Open. Four students won science fair awards at the school, district, and the regional level at the USC Region II Science and Engineering Fair. The band, chorus, and orchestra all received Superior ratings at state and regional competitions, with several students participating in District and Region Orchestra, All-Region, and All-State Band. The drama department performed and directed three outstanding plays. Both boys' and girls' basketball teams finished second in the PAC 14 Conference, while the cheerleading squad took home four first-place competition victories.

A 7th-grade student won first place at the Junior Beta Club Convention for her essay "Beta…An Ocean of Opportunity." An 8th-grade student won the Lieutenant Governor's Writing Contest, while another 8th-grade student received the Governor's Citizenship Award. Our Beta Club and Student Council both helped bolster school pride and volunteerism throughout our school. Mock Trial competed successfully in the state competition. The Unity Council and S.A.V.E program sponsored activities to promote diversity, understanding, and appreciation, and they sought to promote a safe school environment.

Gaining National Board Certification was Sonya Archie, 8th-grade language arts teacher. Trina Dickerson, 8th-grade science teacher, received the "Bright Ideas" grant from MCEC. Kristi Grooms, 8th-grade language arts teacher, was named Teacher of the Year; and Dawn Bailey, school nurse, was elected Support Staff Employee of the Year.

DFMS continued to partner with businesses such as Intel, sponsor of our Lego team. They were recognized as Volunteer of the Year by the State Department of Education. We celebrated National Education Week by hosting several "guest educators," including local radio & television personalities, a school board member, and two state representatives. Parents volunteered and served on the DFMS School Improvement Council and PTSO board, providing leadership as the school, parents and community members worked to actualize our school's mission.

We continue to stress rigor, relevance, and relationships in our instructional program as we work to maintain excellence. Thus, DFMS continues to realize the school motto: "shaping the future…making connections" for all students.

Mrs. Debbie Iacono, SIC Chair
Roderic F. Taylor, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	472	91
Percent satisfied with learning environment	84.2%	77.4%	90.0%
Percent satisfied with social and physical environment	89.5%	78.3%	87.8%
Percent satisfied with school-home relations	86.0%	84.5%	81.3%

* Only students at the highest middle 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

School Adequate Yearly Progress	NO

This school met 18 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. Sanction: Implement the restructuring plan.
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	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	97.0%	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

Dutch Fork Middle											03/02/09-3205054
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	1009	99.9	14.2	40.6	36.2	9	57.8	62.4	48.2	Yes	Yes
Gender											
Male	529	100	19.6	45.7	29.6	5.1	49.4	55.3	41.7	N/A	N/A
Female	480	99.8	8.4	35	43.3	13.3	67	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	625	99.8	9.1	38.7	41.7	10.5	65.6	71.8	60	Yes	Yes
African American	319	100	24.8	44.8	25.5	4.9	41.5	41.1	31.7	Yes	Yes
Asian/Pacific Islander	28	100	0	39.3	42.9	17.9	78.6	75.4	70.4	I/S	I/S
Hispanic	24	100	26.1	34.8	30.4	8.7	43.5	45.5	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	84	100	65.8	27.8	3.8	2.5	12.7	26.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	26.3	42.1	26.3	5.3	31.6	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	208	100	28.9	48.7	19.8	2.5	37.6	38.6	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	1009	100	14	39.3	22.6	24.1	59.2	64.1	45.8	Yes	Yes
Gender											
Male	529	100	16.7	37.5	21.8	24.1	57.8	64.6	45.6	N/A	N/A
Female	480	100	11.1	41.3	23.6	24	60.6	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	625	100	8.2	34.7	26	31.1	69.1	74.8	59	Yes	Yes
African American	319	100	26.1	49.7	15.7	8.5	38.2	39	26.9	No	Yes
Asian/Pacific Islander	28	100	0	25	28.6	46.4	85.7	79.7	71.3	I/S	I/S
Hispanic	24	100	13	47.8	26.1	13	43.5	53	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	84	100	54.4	39.2	2.5	3.8	17.7	32.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	15.8	52.6	21.1	10.5	52.6	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	208	100	29.4	45.2	13.7	11.7	38.6	39.2	31.4	Yes	Yes

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Dutch Fork Middle											03/02/09-3205054
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	751	100	18	36.1	20.3	25.5	45.9	51	35.7	97	96.7
Gender											
Male	391	100	19	31.7	18.5	30.7	49.2	53.6	37.4	96.8	96.6
Female	360	100	16.9	40.9	22.3	20	42.3	48.4	33.8	97.2	96.8
Racial/Ethnic Group											
White	467	100	12.5	32.5	23.3	31.6	54.9	61.5	49.2	97	96.7
African American	234	100	29.5	45.5	14.3	10.7	25	26.2	17	97	96.5
Asian/Pacific Islander	22	100	4.5	18.2	27.3	50	77.3	69.6	58	97.5	97.3
Hispanic	20	100	26.3	26.3	15.8	31.6	47.4	43.2	24.9	97.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	97
Disability Status											
Disabled	60	100	60.7	21.4	14.3	3.6	17.9	28.6	14	95.2	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	99.9	98.8
English Proficiency											
Limited English Proficient	17	100	42.9	14.3	21.4	21.4	42.9	45.1	24.4	96.7	96.8
Socio-Economic Status											
Subsized meals	156	100	35.6	36.9	15.4	12.1	27.5	26.9	21.1	96.1	95.7
Social Studies											
All Students	758	100	22.7	39.1	15.2	23	38.2	51.9	34	97	96.7
Gender											
Male	385	100	23.2	34.6	15.7	26.5	42.2	55.7	36.6	96.8	96.6
Female	373	100	22.2	43.8	14.7	19.4	34.1	47.9	31.3	97.2	96.8
Racial/Ethnic Group											
White	479	100	19.8	36.2	16.8	27.2	44	60.1	44.5	97	96.7
African American	230	100	31.5	46.6	10.5	11.4	21.9	31.5	19.1	97	96.5
Asian/Pacific Islander	25	100	0	36	24	40	64	70.2	58.9	97.5	97.3
Hispanic	14	100	28.6	21.4	21.4	28.6	50	51.7	27.5	97.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	97
Disability Status											
Disabled	63	100	55.9	28.8	10.2	5.1	15.3	30.5	14.4	95.2	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	99.9	98.8
English Proficiency											
Limited English Proficient	14	100	23.1	53.8	15.4	7.7	23.1	44.6	27.3	96.7	96.8
Socio-Economic Status											
Subsized meals	148	100	36.4	43.6	8.6	11.4	20	28.8	21	96.1	95.7

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

Dutch Fork Middle 03/02/09-3205054

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	505	99.8	13.4	39.9	40.1	6.6	46.7
	8	535	100	18.9	49.7	26	5.4	31.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	499	99.8	14.2	39.8	39.2	6.9	46
	8	508	100	14.4	41.5	33.4	10.7	44.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	505	99.8	7.8	32.3	21.8	38.1	59.9
	8	535	100	18.3	45.7	22.4	13.7	36
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	499	100	11.9	33.1	22.5	32.6	55.1
	8	508	100	16.2	45.5	22.7	15.6	38.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	505	99.8	15.6	28	30.9	25.5	56.4
	8	267	100	22.8	42.1	20.1	15.1	35.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	499	100	15.4	39.3	17.9	27.4	45.3
	8	251	100	23.2	30.1	25.2	21.5	46.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	505	99.6	19.2	36.1	16.7	28	44.7
	8	267	99.6	18.5	64.5	12.4	4.6	17
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	499	100	23.9	31.8	12.3	32	44.3
	8	257	100	20.6	53.6	20.2	5.6	25.8

Abbreviations for Missing Data

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