



Daufuskie Island Elementary

PO Box 54

Daufuskie, SC 29915

Grades	PK-5 Elementary School	
Enrollment	11 Students	
Principal	Jacquelyn Rosswurm	843-842-1251
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Below Average	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 GOAL

By 2010, SC'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.

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 PASS Records Matched for Purpose of Computing Growth Rating

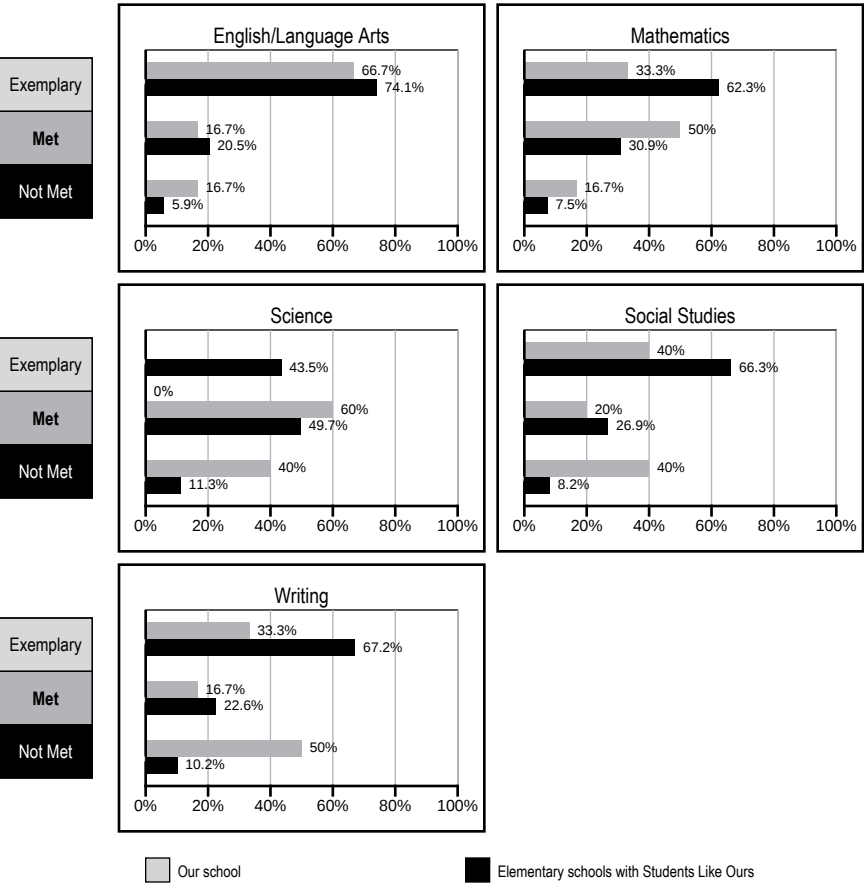
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 75%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=11)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.6%	1.9%
Attendance rate	98.1%	Up from 95.8%	97.2%	96.3%
Eligible for gifted and talented	66.7%	Up from 0.0%	39.1%	10.0%
With disabilities other than speech	0.0%	Down from 4.8%	3.9%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=2)				
Teachers with advanced degrees	100.0%	Up from 50.0%	67.3%	59.4%
Continuing contract teachers	100.0%	No Change	85.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	100.0%	N/A	87.5%	85.9%
Teacher attendance rate	98.9%	Up from 97.0%	95.5%	95.1%
Average teacher salary*	I/S	I/S	\$48,355	\$47,149
Professional development days/teacher	8.3 days	Down from 8.5 days	9.4 days	11.1 days
School				
Principal's years at school	0.0	Down from 1.0	6.0	4.0
Student-teacher ratio in core subjects	6.0 to 1	Down from 9.0 to 1	19.6 to 1	18.8 to 1
Prime instructional time	94.8%	Up from 90.7%	91.9%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$13,395	Down 46.2%	\$7,531	\$7,458
Percent of expenditures for instruction**	69.3%	Up from 62.8%	67.4%	68.8%
Percent of expenditures for teacher salaries**	51.3%	Up from 46.5%	64.8%	63.2%

* 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

Daufuskie Island Elementary School, accessible only by boat and located on the beautiful and historic Daufuskie Island in South Carolina, is the smallest elementary school in the Beaufort County School District with only 12 students. This very unique school receives a great deal of parent and community support. The multi-age learning environment is an option for the pre-kindergarten through fifth grade students that live on the island. Two committed and highly qualified teachers are supported by a full-time assistant that lives on Daufuskie and a principal that serves other schools in the county.

Students, staff and parents continually seek wonderful interactive and hands-on approaches to learning for all subjects. The children thrive in an environment that not only stresses the basics of reading, writing, and arithmetic, but also incorporates real world learning for social studies, science, strings, art, music, physical education, and even German. Analysis of test data obtained through MAP, PASS and classroom-administered assessments enables teachers to individualize instruction based on individual student needs. One teacher also completed a master's program in administration. Celebrating her success was just one of the many ways the Daufuskie Island Elementary students learn not only to learn at school, but to live in the world.

Bea Wray, Chair of the School Improvement Council
Dr. Jacqueline Rosswurm, Principal
Brooke Rowe, Lead Teacher

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	6	4
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 5 out of 5 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	6	I/S	I/S	I/S	I/S	I/S	81.8	82.8	Yes	Yes
Gender										
Male	3	I/S	I/S	I/S	I/S	I/S	78.2	79.3	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	92.4	89.5	I/S	I/S
African American	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	73.3	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	6	I/S	I/S	I/S	I/S	I/S	77.3	78.9	Yes	Yes
Gender										
Male	3	I/S	I/S	I/S	I/S	I/S	75.8	77	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	89.8	87.2	I/S	I/S
African American	N/A	N/AV	N/A	N/A	N/A	N/A	62.7	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	66.9	70.2	I/S	I/S

* 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

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	5	I/S	I/S	I/S	I/S	I/S	66.1	67.5
Gender								
Male	2	I/S	I/S	I/S	I/S	I/S	66.1	67
Female	3	I/S	I/S	I/S	I/S	I/S	66.1	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	82.9	79.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	49.9	59.6
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	51.8	55.1

Social Studies

All Students	5	I/S	I/S	I/S	I/S	I/S	70.3	72.3
Gender								
Male	3	I/S	I/S	I/S	I/S	I/S	70	71.5
Female	2	I/S	I/S	I/S	I/S	I/S	70.6	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	82.6	80.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	58.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.2	67.9
Socio-Economic Status								
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	58.6	62.1

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	6	I/S	I/S	I/S	I/S	I/S	68.6	70.2	98.1	96.4
Gender										
Male	3	I/S	I/S	I/S	I/S	I/S	61.3	63.2	97.7	96.3
Female	3	I/S	I/S	I/S	I/S	I/S	76.2	77.5	98.4	96.6
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	82.7	79.1	97.6	96.4
African American	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	57.6	99.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.1	86.2	99.4	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.4	62.6	N/A	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.8	26.1	N/A	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.1	61.2	N/A	96.6
Socio-Economic Status										
Subsidized meals	1	I/S	N/A	N/A	N/A	N/A	55.9	58.9	98.9	96.1

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
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	1	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	2	I/S	I/S	I/S	I/S	I/S
	4	4	I/S	I/S	I/S	I/S	I/S
	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	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