



Dutch Fork Elementary

7900 Broad River Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	582 Students	
Principal	June Lominack	803-476-3900
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

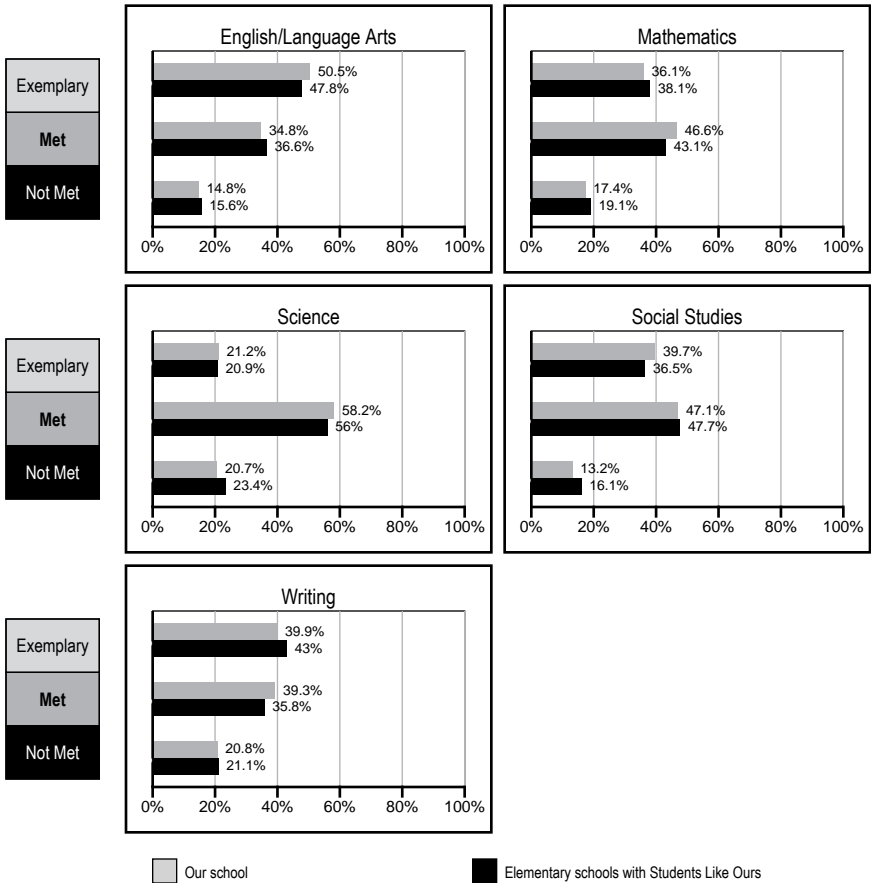
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	31	17	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=582)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.4%	1.9%
Attendance rate	96.7%	Down from 97.0%	96.6%	96.3%
Eligible for gifted and talented	16.9%	Down from 24.7%	16.9%	10.0%
With disabilities other than speech	6.3%	Up from 4.7%	6.7%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	63.8%	Down from 65.3%	61.1%	59.4%
Continuing contract teachers	83.0%	Up from 79.6%	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 86.3%	86.0%	85.9%
Teacher attendance rate	89.0%	Down from 93.1%	95.1%	95.1%
Average teacher salary*	\$48,169	Up 3.2%	\$48,430	\$47,149
Professional development days/teacher	7.2 days	Down from 10.1 days	10.7 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 17.5 to 1	19.6 to 1	18.8 to 1
Prime instructional time	84.7%	Down from 88.8%	90.6%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,806	Up 10.5%	\$6,653	\$7,458
Percent of expenditures for instruction**	63.1%	Up from 61.7%	70.6%	68.8%
Percent of expenditures for teacher salaries**	62.0%	Up from 60.2%	63.9%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dutch Fork Elementary School (DFES) strives to create an atmosphere that promotes both challenging academic standards and development of social and life skills. The faculty, staff, students, parents, PTO, and School Improvement Council all work together to provide a safe, warm, and nurturing atmosphere to create the best learning environment possible.

DFES continued to improve academically as measured by our formative assessments. Our teachers focused on reading process to foster growth for every child. They implemented daily read-alouds, book clubs, guided reading, independent reading, writer's workshop, reader's theater, word study and book buddies to help each child reach his or her maximum potential. Science notebooking has encouraged students to develop focus questions and to record personal reflections about their learning during science instruction. Our inquiry approach to science has greatly enhanced student interest and skills in science.

Students visited the computer lab twice a week to participate in Compass Learning, a research-based curriculum that is aligned to state and national standards. Kit Klub, our after school program, continued to provide an exemplary option for working parents. In Kit Klub, students participated in homework and tutoring sessions, cooking classes, gardening, computer lab, physical education, and many service projects including an end-of-year luncheon for staff members.

In addition to our academic offerings, we continued many of the programs from previous years, including Terrific Kids, Students of Distinction, Green Team Recyclers, PE Intramurals, Holiday Store, Fun Day, GEMS, talent shows, art displays, Spanish school store, Reader's Theater, Bingo Night, Fall Fest, and Wendy's Night. Author Kevin Kurtz and Sculptor Bob Doster visited us this year. Mr. Doster and our fourth grade students designed and sculpted two metal benches for our literacy garden.

We are committed to continuous improvement through rigorous curricula. We challenge our students to think, question, and apply their knowledge to solve problems. We have high expectations for all of our students and with our dedicated teachers, staff, and parents these expectations are met. We invite you to visit our school family and participant in all of the exciting activities that we have to share with you.

June Lominack, Principal
Leigh Ann Monroe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	101	42
Percent satisfied with learning environment	92.5%	90.8%	90.0%
Percent satisfied with social and physical environment	100.0%	87.0%	90.0%
Percent satisfied with school-home relations	100.0%	86.1%	82.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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. 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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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

All Students	317	100	14.8	34.8	50.5	93.4	90.7	82.8	Yes	Yes
Gender										
Male	148	100	22.2	34.7	43.1	91	87.9	79.3	N/A	N/A
Female	169	100	8.1	34.8	57.1	95.7	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	137	100	9.8	27.1	63.2	97	94.6	89.5	Yes	Yes
African American	158	100	17.2	42.4	40.4	92.7	81.9	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	12	100	36.4	36.4	27.3	72.7	87	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	82.5	I/S	I/S
Disability Status										
Disabled	53	100	39.2	35.3	25.5	86.3	64.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	30.8	30.8	38.5	76.9	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	123	100	20.4	36.3	43.4	90.3	80.4	75.5	Yes	Yes

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

All Students	317	100	17.4	46.6	36.1	90.8	89.7	78.9	Yes	Yes
Gender										
Male	148	100	17.4	45.8	36.8	91	88.6	77	N/A	N/A
Female	169	100	17.4	47.2	35.4	90.7	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	137	100	7.5	39.8	52.6	94.7	94.5	87.2	Yes	Yes
African American	158	100	25.2	52.3	22.5	86.8	78.3	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	12	100	N/AV	N/AV	N/AV	90.9	85.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	79.5	I/S	I/S
Disability Status										
Disabled	53	100	31.4	51	17.6	82.4	64.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	23.1	69.2	7.7	92.3	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	123	100	19.5	55.8	24.8	89.4	78	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	214	100	20.7	58.2	21.2	79.3	81.3	67.5
Gender								
Male	107	100	20.2	58.7	21.2	79.8	80.5	67
Female	107	100	21.2	57.7	21.2	78.8	82	68
Racial/Ethnic Group								
White	93	100	13.3	51.1	35.6	86.7	89.2	79.5
African American	104	100	27.5	62.7	9.8	72.5	61.9	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	41.7	47.2	11.1	58.3	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsided meals	81	100	26.7	61.3	12	73.3	64	55.1
Social Studies								
All Students	211	100	13.2	47.1	39.7	86.8	86	72.3
Gender								
Male	94	100	14	41.9	44.1	86	84.9	71.5
Female	117	100	12.6	51.4	36	87.4	87.2	73.2
Racial/Ethnic Group								
White	95	100	4.3	43.6	52.1	95.7	90.6	80.7
African American	103	100	21.6	49.5	28.9	78.4	75.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	32	100	33.3	43.3	23.3	66.7	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsided meals	85	100	20	51.3	28.8	80	72.2	62.1

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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	313	99	20.3	39.5	40.2	79.7	80.4	70.2	96.7	96.7
Gender										
Male	146	98.6	29.6	35.2	35.2	70.4	74.8	63.2	96.8	96.6
Female	167	99.4	11.9	43.4	44.7	88.1	86	77.5	96.7	96.7
Racial/Ethnic Group										
White	136	98.5	12.3	44.6	43.1	87.7	87	79.1	96.4	96.6
African American	156	99.4	24.7	38	37.3	75.3	64.9	57.6	97	96.8
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.7	86.2	97	97.2
Hispanic	11	100	54.5	9.1	36.4	45.5	69.4	62.6	96.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	68.7	97.2	94
Disability Status										
Disabled	52	98.1	51	28.6	20.4	49	39.2	26.1	96.3	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	69.2	15.4	15.4	30.8	63.7	61.2	96.3	96.6
Socio-Economic Status										
Subsidized meals	122	99.2	27.7	38.4	33.9	72.3	61.1	58.9	96.4	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	13.3	27.6	59.2	86.7
	4	108	100	19.6	36.4	43.9	80.4
	5	105	100	11	40	49	89
	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	104	100	17.3	42.9	39.8	82.7
	4	108	100	18.7	44.9	36.4	81.3
	5	105	100	16	52	32	84
	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	53	100	20	64	16	80
	4	108	100	24.3	54.2	21.5	75.7
	5	53	100	13.7	60.8	25.5	86.3
	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
Social Studies							
2009	3	51	100	6.3	33.3	60.4	93.8
	4	108	100	15.9	53.3	30.8	84.1
	5	52	100	14.3	46.9	38.8	85.7
	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
Writing							
2009	3	102	100	22.4	36.7	40.8	77.6
	4	107	99.1	23.1	42.3	34.6	76.9
	5	104	98.1	15.2	39.4	45.5	84.8
	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

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