



Dutchman Creek Middle

4757 Mt. Gallant Road
Rock Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	746 Students	
Principal	Norris Williams	803-985-1700
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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

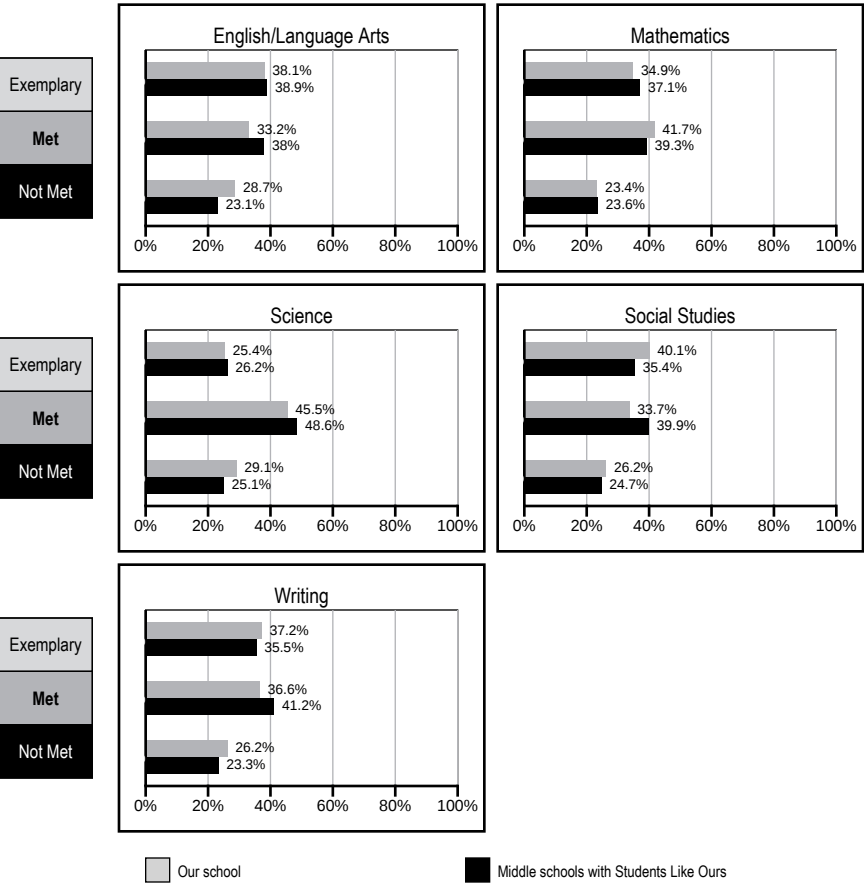
93.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	17	13	0	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	98.6%	99.0%
English 1	93.0%	94.4%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	96.1%	98.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=746)				
Students enrolled in high school credit courses (grades 7 & 8)	29.8%	N/R	26.2%	21.6%
Retention rate	0.4%	N/A	1.1%	1.2%
Attendance rate	96.6%	N/A	96.2%	95.9%
Eligible for gifted and talented	16.8%	N/A	23.0%	14.8%
With disabilities other than speech	17.2%	N/A	11.2%	12.6%
Older than usual for grade	1.2%	N/A	1.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	N/R	0.4%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	60.8%	N/A	60.0%	56.9%
Continuing contract teachers	76.5%	N/A	77.6%	72.7%
Teachers with emergency or provisional certificates	0.0%	N/A	4.1%	5.3%
Teachers returning from previous year	N/A	N/A	85.7%	82.9%
Teacher attendance rate	96.1%	N/R	95.1%	95.2%
Average teacher salary*	\$48,051	I/S	\$48,472	\$46,599
Professional development days/teacher	8.7 days	N/R	10.9 days	10.8 days
School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	19.9 to 1	N/R	21.6 to 1	20.1 to 1
Prime instructional time	91.4%	N/R	90.3%	89.9%
Opportunities in the arts	Excellent	N/R	Excellent	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.3%	N/R	98.3%	97.8%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$6,884	\$7,645
Percent of expenditures for instruction**	N/A	N/A	66.5%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	59.4%	57.0%

* 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

This year marked the first in the history of Dutchman Creek Middle School. A great deal of preparation went into preparing for the inaugural year and it was well worth it!

We began to prepare for our first year by listening to the opinions and suggestions of more than 700 future students. They received opportunities to cast online ballots for the school colors and mascot. Students also joined various committees and were able to select almost every component of the school, ranging from locker colors to books in the media center.

On the first day of school, we welcomed more than 300 parents who joined their students as we participated in a national "First Day" celebration. Parents were able to accompany their children to school, meet their teachers, tour the facility and learn more about Dutchman Creek.

When we had the dedication ceremony for the school, more than 1,000 parents, students, faculty, and community supporters joined members of the student body as they presented their "I Am Dutchman Creek" speeches. We also received an opportunity to hear members of the orchestra and chorus perform for the first time. Our students did a phenomenal job!

Our students have had a remarkable year. In addition to their academic gains and accomplishments, various organizations and teams have celebrated "firsts" in the history of Dutchman Creek. We had more than 300 students to be the first to receive Gator Cards in honor of receiving academic excellence as Principal Scholars or making the A-B Honor Roll. 55 of our students qualified for the Duke Tip Scholars Program. We inducted more than 250 students into the first Junior Beta Club for DCMS. Many of the athletes were the first to complete various accomplishments as they competed against many of their friends from former schools. The cheerleaders and wrestling teams received the first trophies for the showcase area. The band, orchestra, and chorus celebrated their first concerts and performances. They also had a number of students who were selected for region and all-state honors.

The faculty and staff has worked diligently to provide quality instruction, listen to the voices of the students, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future. A major focus has been the level of "customer service" that is presented by all members of the Gator Family.

Our Parent Teacher Student Association (PTSA), School Improvement Council (SIC), and other parent volunteers have organized wonderful opportunities throughout the year. They worked together toward a common vision of excellence and helping to make Dutchman Creek a premier school of excellence.

Thank you for a remarkable year!

Norris Williams, Pricipal
Tony Williams, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	156	70
Percent satisfied with learning environment	100.0%	84.6%	89.7%
Percent satisfied with social and physical environment	100.0%	90.8%	97.1%
Percent satisfied with school-home relations	100.0%	83.1%	92.8%

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

School Adequate Yearly Progress

NO

This school met 19 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	0.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No
Student attendance rate	96.6%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	746	99.5	29.2	34.1	36.7	80.6	85.2	82.8	Yes	Yes
Gender										
Male	383	99.2	34	33.1	32.9	75.9	82	79.3	N/A	N/A
Female	363	99.7	24.4	35.1	40.5	85.3	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	455	99.3	16.9	35.6	47.5	90	92.4	89.5	Yes	Yes
African American	246	99.6	52.9	30	17.2	62.6	74.5	73.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	30.8	53.8	92.3	92.5	92.3	I/S	I/S
Hispanic	31	100	35.7	46.4	17.9	75	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	134	97.8	63.9	27	9	49.2	57.7	52	No	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	22	100	47.4	36.8	15.8	68.4	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	298	99.7	49.8	32.7	17.5	63.6	76.4	75.5	Yes	Yes

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

All Students	746	99.3	25	43.1	31.9	80.3	82.8	78.9	Yes	Yes
Gender										
Male	383	99	29	37.2	33.8	75	80	77	N/A	N/A
Female	363	99.7	21	49.1	29.9	85.6	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	455	99.3	14.1	43.8	42.1	88.7	91.5	87.2	Yes	Yes
African American	246	99.2	46.9	42.9	10.2	63.3	68.6	66.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	98	93	I/S	I/S
Hispanic	31	100	28.6	35.7	35.7	78.6	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	134	97.8	61.5	31.1	7.4	44.3	50.2	45.5	No	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	22	100	31.6	36.8	31.6	73.7	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	298	99.3	45.9	42.5	11.6	63.8	72.5	70.2	Yes	Yes

* 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	509	99.2	28.3	45.9	25.8	71.7	71	67.5
Gender								
Male	255	99.2	31.1	38.3	30.6	68.9	70.2	67
Female	254	99.2	25.6	53.3	21.1	74.4	71.8	68
Racial/Ethnic Group								
White	321	99.7	18.7	47.9	33.4	81.3	83.9	79.5
African American	159	98.1	47.9	44.5	7.5	52.1	50.7	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	19	100	50	25	25	50	62.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	96	96.9	68.6	24.4	7	31.4	39.4	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	13	100	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	204	98.5	51.4	38.1	10.5	48.6	55.1	55.1

Social Studies

All Students	507	99.4	25.9	33.8	40.3	74.1	76.4	72.3
Gender								
Male	259	99.2	27	28.6	44.4	73	75.6	71.5
Female	248	99.6	24.8	39.1	36.1	75.2	77.3	73.2
Racial/Ethnic Group								
White	298	99.7	17	33.7	49.3	83	84.9	80.7
African American	177	98.9	41	35.4	23.6	59	62.9	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	22	100	35	25	40	65	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	85	98.8	60.3	28.2	11.5	39.7	47.9	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	16	100	50	21.4	28.6	50	75	67.9
Socio-Economic Status								
Subsided meals	208	99	43.6	34	22.3	56.4	64.3	62.1

Abbreviations for Missing Data

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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	749	98.3	25.6	36.9	37.5	74.4	73.1	70.2	96.6	96.7
Gender										
Male	387	97.2	33.7	34.6	31.7	66.3	65.9	63.2	96.3	96.6
Female	362	99.5	17.5	39.3	43.3	82.5	80.9	77.5	96.9	96.8
Racial/Ethnic Group										
White	452	98.9	17.1	36	46.9	82.9	82.5	79.1	96.9	96.6
African American	251	96.8	41.4	38.8	19.8	58.6	59.2	57.6	96.1	96.8
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	88.3	86.2	98.2	97.3
Hispanic	32	100	39.3	32.1	28.6	60.7	65.7	62.6	96.3	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	98.9	95.2
Disability Status										
Disabled	130	96.2	66.1	24.8	9.1	33.9	30.2	26.1	95.9	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	23	100	57.9	26.3	15.8	42.1	63	61.2	96.5	96.6
Socio-Economic Status										
Subsidized meals	307	97.4	45.2	34.2	20.6	54.8	59.5	58.9	95.4	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.3	26.4	36.1	37.5	73.6
	7	273	99.6	29.7	30.9	39.4	70.3
	8	177	99.4	33.3	35.8	30.9	66.7

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99	26.4	42.8	30.8	73.6
	7	273	99.6	18.1	42.5	39.4	81.9
	8	177	99.4	33.3	44.8	21.8	66.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	98.6	29.1	47.8	23.1	70.9
	7	273	99.3	24.8	48.8	26.4	75.2
	8	91	100	37.6	34.1	28.2	62.4

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	99.3	14.3	40.7	45	85.7
	7	273	99.6	32.8	29.7	37.5	67.2
	8	85	98.8	23.8	35	41.3	76.3

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	98.7	23.7	35.1	41.2	76.3
	7	275	98.6	23.5	38.1	38.5	76.5
	8	176	97.2	32.5	38	29.4	67.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample