

SC Annual School Report Card Summary

Dutch Fork Elementary
School District Five of Lexington and Richland Cou
Grades: PK-5 **Enrollment: 536**
Principal: Julius Scott
Superintendent: Stephen W. Hefner, Ed.D.
Board Chair: Robert Gantt

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov 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
2012	Good	Good	TBD	TBD	B	N/A
2011	Good	Average	Silver	N/A	Not Met	N/A
2010	Excellent	Excellent	Gold	Silver	Met	N/A

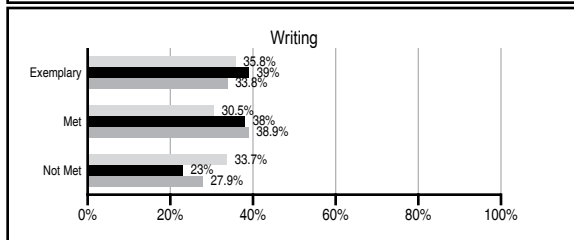
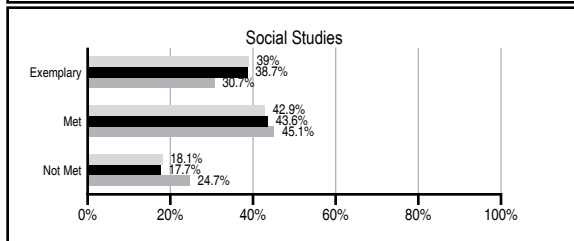
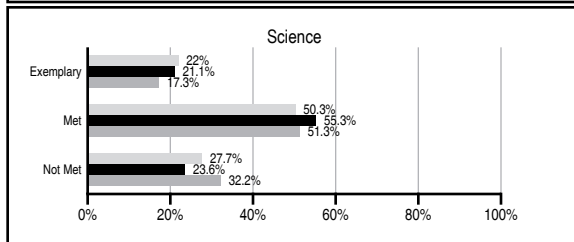
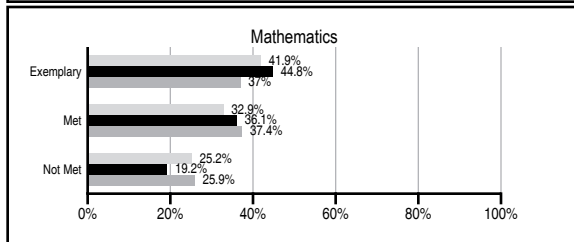
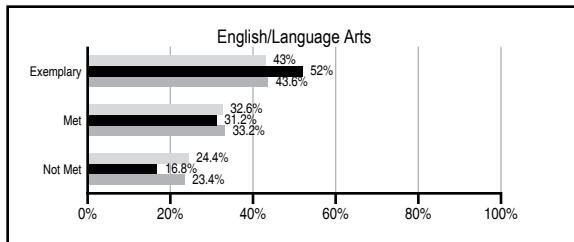
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
43	27	8	1	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

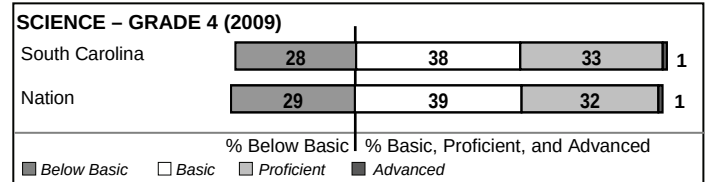
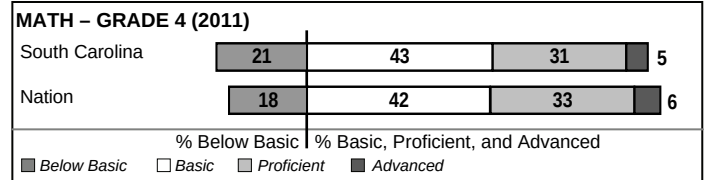
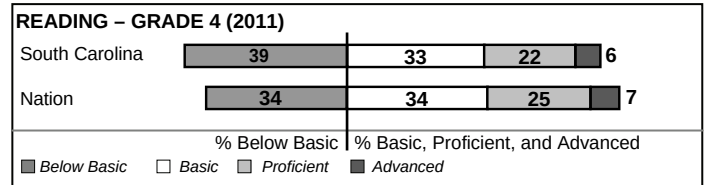
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* 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

Dutch Fork Elementary

[School District Five of Lexington and Richland Cou]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=536)				
Retention rate	0.0%	No Change	0.9%	1.0%
Attendance rate	97.2%	Up from 96.9%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Down from 65.9%	63.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.9%	Up from 87.8%	90.2%	88.7%
Teacher attendance rate	95.8%	Up from 95.5%	95.0%	95.1%
Average teacher salary*	\$49,710	Down 0.7%	\$48,918	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	13.1 days	Up from 6.6 days	11.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 9.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.9 to 1	20.3 to 1	20.0 to 1
Prime instructional time	91.8%	Down from 91.9%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,278	Up 3.5%	\$6,868	\$7,247
Percent of expenditures for instruction**	68.0%	Down from 68.5%	68.6%	68.2%
Percent of expenditures for teacher salaries**	67.3%	Down from 67.8%	66.5%	65.7%
ESEA composite index score	87.3	N/A	95.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	48	90	34
Percent satisfied with learning environment	100.0%	83.3%	91.2%
Percent satisfied with social and physical environment	97.9%	87.8%	97.0%
Percent satisfied with school-home relations	93.8%	94.4%	85.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2011-2012 school year, our goal at Dutch Fork Elementary was to create a Culture of Collaboration, a Culture of Celebrations, and a Culture of Continuous Improvement. We sought to ensure that all of our school based initiatives, programs, and practices aligned with this goal.

A Culture of Collaboration is evident and can be seen in our five standing committees which include leadership, family involvement, public relations, Positive Behavior Interventions and Support (PBIS) and student activities. However, the greatest testament to collaboration was witnessed with our grade level data teams.

Our data teams met twice a month. During these meetings teachers were involved in a continuous cycle where they analyzed student data, determined academic strengths and weaknesses, created SMART goals, identified and tried instructional strategies, and reflected upon these practices.

Because of these efforts, we have seen tremendous improvement with instructional practices, but more importantly with student academic growth as determined by Measures of Academic Progress (MAP) alignment with Palmetto Assessment of State Standards (PASS) projections.

During fall 2011, 25 percent of third-graders were projected as not met in reading. That number decreased to 19 percent in the spring. In math, 33 percent of third-graders were projected not met in the fall. That number decreased to 21 percent in the spring. In the fall, 25 percent of fourth-graders were projected not met in reading. That number decreased to 18 percent in the spring. In math, 30 percent of fourth-graders were projected as not met. That number decreased to 8 percent in the spring. In the fall, 20 percent of fifth-graders were projected not met in reading. That number decreased to 16 percent in the spring. In math, 27 percent of fifth-graders were projected not met. That number also decreased to 17 percent in the spring.

A Culture of Celebrations is evident through a number of programs offered at DFES. This year we revamped our traditional nine weeks honor roll program where only a select few students in third- through fifth-grade received certificates. We now have a Tag of Honor Ceremony where students in four year-old kindergarten through fifth-grade have the opportunity to earn custom designed tags for a wide variety of categories.

Finally, a Culture of Continuous Improvement is evidenced in our commitment to feedback and reflection. At the conclusion of our programs, initiatives, and practices we pose two questions for families and staff members to consider. They include what we did well and suggestions for improvement. The feedback from these two questions is reviewed and used as appropriate to enhance what our school offers.

Julius Scott, Principal
Angie Thomason, School Improvement Council Chair

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status