

Dacusville Middle

899 Thomas Mill Rd
Easley, SC 29640

Grades	6-8 Middle School	
Enrollment	374 Students	
Principal	Andrew Hooker	864-859-6049
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Good

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.

http://ed.sc.gov
http://www.eoc.sc.gov

Dacusville Middle	06/01/10-3901001

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

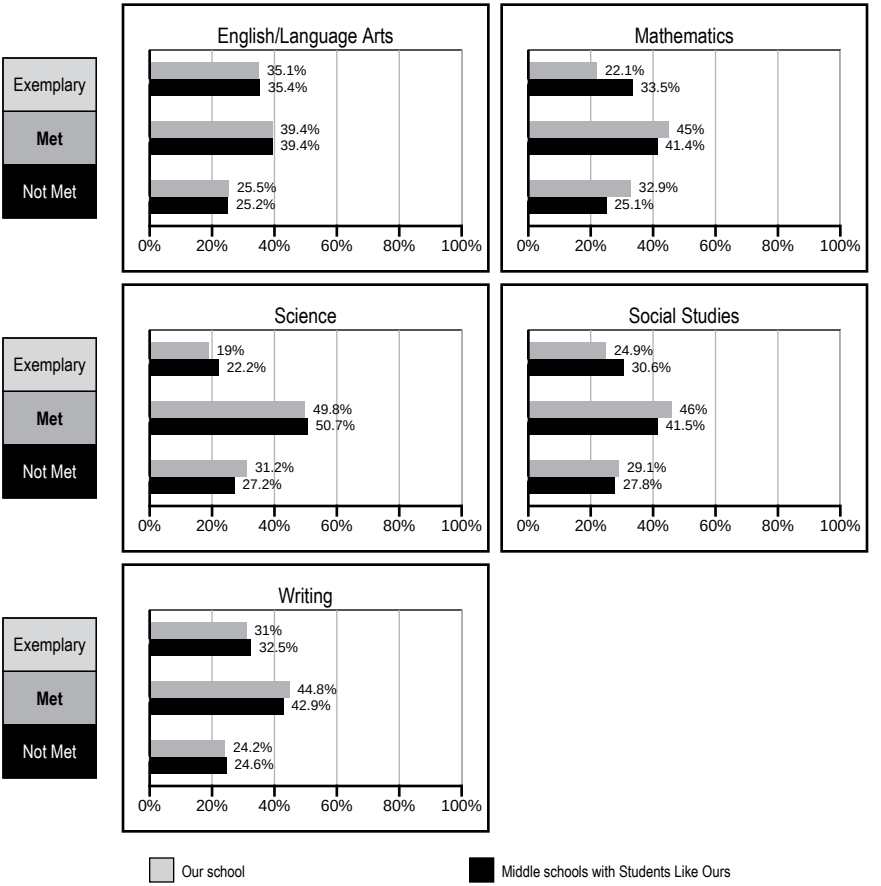
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	31	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	95.5%	98.4%
English 1	100.0%	98.1%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	97.6%	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=374)				
Students enrolled in high school credit courses (grades 7 & 8)	54.4%	Up from 27.5%	26.2%	21.6%
Retention rate	0.8%	Down from 2.9%	1.1%	1.2%
Attendance rate	95.8%	Up from 95.3%	96.0%	95.9%
Eligible for gifted and talented	14.0%	Down from 16.2%	19.7%	14.8%
With disabilities other than speech	11.6%	Up from 9.7%	11.3%	12.6%
Older than usual for grade	2.4%	Down from 3.4%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.6%	0.8%	0.6%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	66.7%	Up from 56.0%	57.6%	56.9%
Continuing contract teachers	83.3%	Down from 88.0%	76.3%	72.7%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	5.6%	5.3%
Teachers returning from previous year	95.5%	Up from 89.7%	85.1%	82.9%
Teacher attendance rate	96.9%	Up from 93.7%	95.1%	95.2%
Average teacher salary*	$45,959	Up 3.1%	$47,028	$46,599
Professional development days/teacher	6.8 days	Down from 7.3 days	10.6 days	10.8 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 25.2 to 1	21.8 to 1	20.1 to 1
Prime instructional time	95.0%	Up from 88.2%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.5%	Up from 87.9%	98.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$7,475	Up 0.6%	$6,963	$7,645
Percent of expenditures for instruction**	51.3%	Down from 53.5%	64.4%	63.4%
Percent of expenditures for teacher salaries**	48.8%	Down from 49.0%	57.4%	57.0%

* 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

Dacusville Middle School serves a rural community located in the northeastern corner of Pickens County. We have a dedicated faculty and staff who are committed to providing a quality education. We provide a student-centered, nurturing environment in which all students may experience success. Our students attend a state-of-art facility located on a 113 acre campus. The air conditioned, handicapped-accessible school has 2 computer labs, 1 mobile computer lab, 3 science labs with Science Cows (Computer on Wheels), 1 Gym, a 200 seat cafeteria, media center with 6,872 volumes, and 24 permanent classrooms, each with Promethean Boards. The campus also includes a walking trail, butterfly garden, fish pond, and bird sanctuary.

At Dacusville Middle School we are continuing to plan strategies to improve student performance. Several strategies include: remediation, staff development emphasizing instruction, curriculum coaching, and grade level incentive programs. Dacusville Middle offers many special programs for our students including: Band, Chorus, Strings, Home Arts, Physical Education, Keyboarding, Agricultural Education, Careers, Gifted and Talented, Special Education, Alternative Education, Guidance and Counseling Services, on-site health services, educational field trips, and athletic teams including volleyball, basketball, baseball, and cheerleading. Activities at DMS include: Science Fair, Spelling Bee, Student Council, Spanish Club, FFA, Teens Influencing Peers Club, Red Ribbon Week, Accelerated Reader, Career Fair, Pageant, Dances, Concerts, Habitat Project, and Service Learning Projects. We offer Algebra I, English I, Spanish I, and Keyboarding for high school credit.

Our school makes efforts to involve the community in a variety of programs including: The Habitat Project, school-business partners, volunteer training, fundraising activities, newsletter, Open House, Back to School Orientation, Parent Night, Parent Orientation, Rising 6th Grade Parent night, Walk for Education, Community Service Projects, PTO, and School Improvement Council.

Among our accomplishments in recent school years are the following:

Palmetto Gold and Silver Award winner
Red Carpet School
Teen Talk School of the Year
Palmetto Pride Award
1 National Board Certified Teacher
Awarding of Habitat Grant, Champions of the Environment Grant
Continued accreditation by Southern Association of Colleges and Schools
Junior Scholars and Duke TIP Scholars
Regional Science Fair: Gold and Silver Medals
All Region Band and Orchestra
Excellent Rating for Band at State Concert Festival

DeLynne Cox – School Improvement Council Chairperson, Ellen Smith – Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	113	72
Percent satisfied with learning environment	82.4%	85.7%	77.8%
Percent satisfied with social and physical environment	94.1%	84.1%	81.7%
Percent satisfied with school-home relations	88.2%	86.2%	65.7%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 17 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	0.7%	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	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Dacusville Middle										06/01/10-3901001
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	367	100	26.6	39.8	33.5	82.5	87.9	82.8	Yes	Yes
Gender										
Male	183	100	36.4	36.4	27.3	76.7	85.3	79.3	N/A	N/A
Female	184	100	16.8	43.4	39.9	88.4	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	357	100	27.3	40.2	32.6	82.1	89.1	89.5	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	78.6	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	41	100	N/AV	N/AV	N/AV	41.5	60.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	158	100	32.9	39.7	27.4	79.5	81.2	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	367	100	34.7	46.1	19.2	75.1	83.8	78.9	Yes	Yes
Gender										
Male	183	100	42.6	40.3	17	69.3	82.3	77	N/A	N/A
Female	184	100	26.6	52	21.4	80.9	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	357	100	35.5	45.7	18.8	74.5	85.6	87.2	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	67.7	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	41	100	75.6	22	2.4	31.7	52.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	158	100	43.2	44.5	12.3	71.2	75.9	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	246	100	31.2	49.8	19	68.8	76.8	67.5
Gender								
Male	118	100	40	44.3	15.7	60	76.3	67
Female	128	100	23	54.9	22.1	77	77.4	68
Racial/Ethnic Group								
White	239	100	31.5	50.4	18.1	68.5	79.2	79.5
African American	4	I/S	I/S	I/S	I/S	I/S	58.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	75.9	20.7	3.4	24.1	45	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	N/A	N/AV	N/A	N/A	N/A	N/A	69.8	59.6
Socio-Economic Status								
Subsized meals	106	100	39	49	12	61	67.4	55.1
Social Studies								
All Students	249	100	29.1	46	24.9	70.9	78.8	72.3
Gender								
Male	118	100	31	39.8	29.2	69	78.5	71.5
Female	131	100	27.4	51.6	21	72.6	79.2	73.2
Racial/Ethnic Group								
White	244	100	29.6	46.4	24	70.4	80	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	68.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	27	100	63	25.9	11.1	37	49.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	67.9
Socio-Economic Status								
Subsized meals	97	100	39.3	40.4	20.2	60.7	69.8	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	368	100	24.2	44.8	31	75.8	78.9	70.2	95.8	96.5
Gender										
Male	185	100	34.6	44.1	21.2	65.4	72.2	63.2	95.6	96.4
Female	183	100	13.6	45.5	40.9	86.4	86.1	77.5	96.1	96.5
Racial/Ethnic Group										
White	357	100	24.1	44.8	31.1	75.9	80.6	79.1	95.8	96.4
African American	5	I/S	I/S	I/S	I/S	I/S	65.8	57.6	96.2	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.2	86.2	98.6	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.2	62.6	94.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	N/A	96.2
Disability Status										
Disabled	42	100	71.4	26.2	2.4	28.6	33.3	26.1	94.6	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.4	61.2	96.1	97.7
Socio-Economic Status										
Subsized meals	159	100	30.7	46.7	22.7	69.3	67.9	58.9	94.9	95.8

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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	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	111	100	29.8	35.6	34.6	70.2
	7	128	100	28.8	35.2	36	71.2
	8	128	100	21.7	48.3	30	78.3
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	111	100	30.8	45.2	24	69.2
	7	128	100	34.4	47.2	18.4	65.6
	8	128	100	38.3	45.8	15.8	61.7
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	56	100	28.3	50.9	20.8	71.7
	7	128	100	35.2	49.6	15.2	64.8
	8	62	100	25.4	49.2	25.4	74.6
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	55	100	19.6	64.7	15.7	80.4
	7	128	100	39.2	37.6	23.2	60.8
	8	66	100	16.4	47.5	36.1	83.6
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	110	100	21	43.8	35.2	79
	7	129	100	24.2	34.4	41.4	75.8
	8	129	100	27	56.6	16.4	73

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