



CHARLES B DUBOSE MIDDLE

1005 DuBose School Road
Summerville, South

Grades	6-8 Middle School	
Enrollment	925 Students	
Principal	Kenneth Farrell	843-875-7012
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average

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

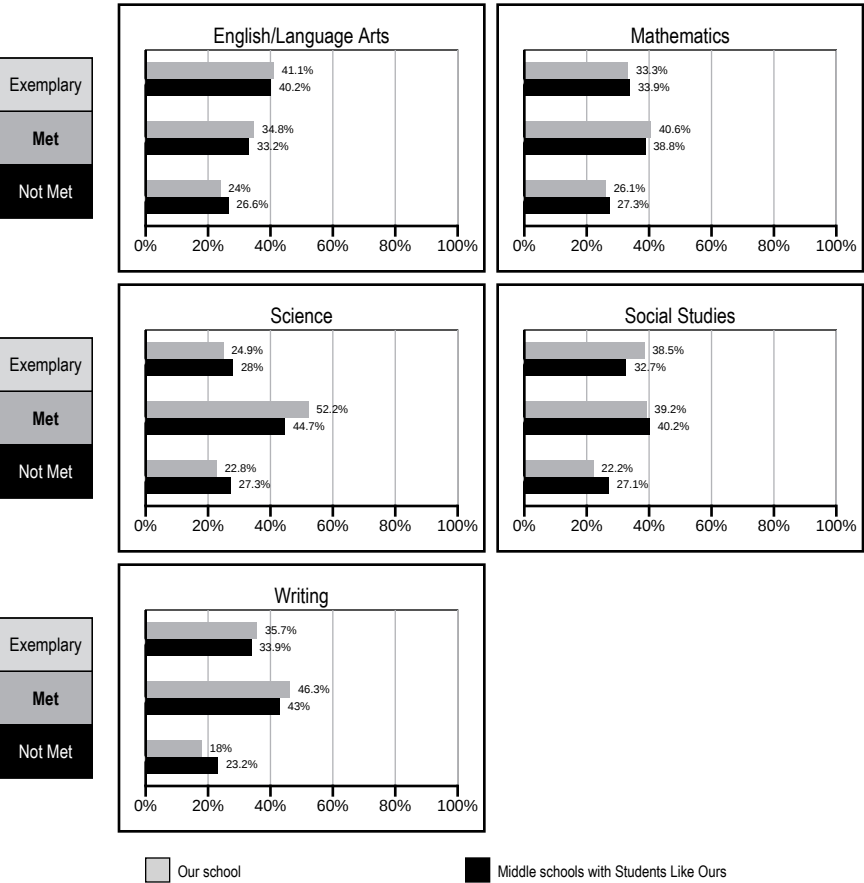
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	21	0	1

* Ratings are calculated with data available by 03/09/2011.

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	96.4%	98.6%
English 1	96.7%	96.9%
Physical Science	0.0%	19.5%
US History and the Constitution	N/A	N/A
All Subjects	94.6%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=925)				
Students enrolled in high school credit courses (grades 7 & 8)	49.0%	Down from 57.1%	28.2%	24.2%
Retention rate	1.8%	Down from 2.2%	0.6%	0.7%
Attendance rate	95.7%	No Change	96.0%	95.9%
Eligible for gifted and talented	13.6%	Up from 13.2%	20.4%	16.4%
With disabilities other than speech	9.1%	Down from 10.6%	11.1%	12.0%
Older than usual for grade	2.6%	Down from 2.9%	1.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Down from 6.4%	0.8%	0.5%
Annual dropout rate	0.3%	Down from 1.0%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	49.1%	Up from 38.2%	59.2%	58.5%
Continuing contract teachers	70.9%	Up from 65.5%	82.3%	80.0%
Teachers with emergency or provisional certificates	4.3%	Down from 6.5%	3.9%	4.0%
Teachers returning from previous year	80.9%	Up from 78.2%	85.7%	84.6%
Teacher attendance rate	93.7%	Up from 92.0%	95.4%	95.4%
Average teacher salary*	\$44,826	Down 0.5%	\$46,637	\$46,561
Professional development days/teacher	11.6 days	Down from 18.1 days	9.6 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 20.8 to 1	21.9 to 1	21.1 to 1
Prime instructional time	88.0%	Up from 86.4%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 100.0%	97.5%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,571	Down 3.9%	\$7,217	\$7,802
Percent of expenditures for instruction**	58.8%	Up from 58.1%	64.4%	63.8%
Percent of expenditures for teacher salaries**	56.2%	Up from 54.6%	60.8%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

DuBose Middle School is located in the northern most part of the district in the Knightsville area. The mission of DuBose Middle School is to provide a safe environment where all students can learn at their highest level. Our vision is to provide each of our students with the skills necessary to become productive citizens through providing a nurturing environment with rigorous and relevant learning; and to provide an environment where staff, parents, and community work together to provide challenges and opportunities for each student to reach their full potential.

DuBose received an absolute rating of Average on the 2009 school report card. The student body demonstrated their academic success during the Lowcountry Quest Competitions and Quiz Bowl, spelling bee, and other academic competitions. Our 6th grade Quiz Bowl team placed 1st overall. We have 4 Duke University TIP scholars and 14 Junior Scholar participants. Of those students, 4 have earned State Level Honors and 1 earned Grand Recognition. Our chorus and band students received Superior ratings in statewide competitions. Our steel-drum band is the only one of its kind in the district and was in heavy demand to perform at local events.

DMS continues to try to close the achievement gaps in all academic areas. An analysis of our 2009 PASS, Benchmark, and MAP (Measures of Academic Progress) data shows that our students progressed in all areas. We use the Scholastic Read 180 program in all grades to address the needs of struggling readers. We provide computer-assisted instruction with the use of SMARTboards, wireless laptops, and computer labs. At DMS, we use the Compass Learning Program to assist students in their ability to achieve and accelerate at their own pace. PASS, MAP, and Benchmark data is used to specifically identify areas of students' strengths and deficiencies. Thus, we saw a need to implement Math Lab and Insiders Courtyard tutoring classes to assist our students in strengthening their academic skill levels. We have continued to provide additional after-school academic support in our ACES tutoring program. We also implemented a new Connected Math Curriculum in all grade levels. The Connected Math Program provides students with an investigative approach to learning mathematics, which helps students utilize engaging interactive problems and motivating everyday situations to learn math concepts.

We continued to use the InTouch software, ParentLink Telephone Communication Message System, and the weekly Homework Journal to keep parents informed and involved in their students learning. The school website and parent focus meetings are used to address the challenges of home-school relations. Teacher professional development continues to focus on best instructional practices, such as differentiated instruction, explicit direct instruction, Target Teach, and the development of ENI formatted lesson plans to help address the varied needs of our students. The implementation of technology initiatives, such as use of Senteo clickers and SMARTboards as instructional tools, was also a focus of our staff development this year.

The DMS faculty, staff, and students continue to show their P.R.I.D.E. every day.

Kenneth Farrell, Principal
Susie Walter, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	257	119
Percent satisfied with learning environment	84.4%	71.9%	84.9%
Percent satisfied with social and physical environment	97.8%	77.4%	80.5%
Percent satisfied with school-home relations	71.1%	82.9%	72.9%

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

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 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	95.7%	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	906	99.9	24.9	35.3	39.8	84.6	89.1	83.5	Yes	Yes
Gender										
Male	458	100	30	33.2	36.8	80.5	86.1	80.1	N/A	N/A
Female	448	99.8	19.7	37.4	42.9	88.9	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	631	100	22.8	32	45.2	86.7	93	89.6	Yes	Yes
African American	213	100	33.8	42.8	23.4	76.6	81.6	74.6	Yes	Yes
Asian/Pacific Islander	22	100	4.8	38.1	57.1	100	94.5	92.7	I/S	I/S
Hispanic	35	97.1	25	46.9	28.1	84.4	84.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	94	100	71.6	17	11.4	38.6	57.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	100	29.2	43.3	27.5	81.6	83.1	76.9	Yes	Yes

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

All Students	906	100	27.2	41.3	31.4	83.9	87.2	80.4	Yes	Yes
Gender										
Male	458	100	27	41.4	31.6	81.2	85.5	78.4	N/A	N/A
Female	448	100	27.5	41.2	31.3	86.7	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	631	100	24	41.3	34.7	86.8	92	87.8	Yes	Yes
African American	213	100	39.8	40.8	19.4	72.1	77.5	69.3	Yes	Yes
Asian/Pacific Islander	22	100	9.5	28.6	61.9	95.2	94.5	93.5	I/S	I/S
Hispanic	35	100	21.9	53.1	25	96.9	86.1	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	94	100	73.9	15.9	10.2	39.8	55	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	100	33	44.2	22.8	79.8	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	603	99.8	22.4	52.4	25.2	77.6	74.7	67.3
Gender								
Male	299	99.7	23.7	50.5	25.8	76.3	74.2	66.9
Female	304	100	21.1	54.3	24.6	78.9	75.3	67.7
Racial/Ethnic Group								
White	418	99.8	17	53.6	29.3	83	84.1	79.6
African American	142	100	41.2	48.5	10.3	58.8	56.5	49.7
Asian/Pacific Islander	17	100	6.3	62.5	31.3	93.8	90.4	84.4
Hispanic	22	100	14.3	52.4	33.3	85.7	69	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	59	100	58.2	32.7	9.1	41.8	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	254	99.6	28.8	53	18.2	71.2	61.8	55.4

Social Studies

All Students	603	100	22.2	39.2	38.5	77.8	78.8	70.9
Gender								
Male	301	100	22.5	34.3	43.3	77.5	77.8	70.1
Female	302	100	22	44.3	33.7	78	79.8	71.7
Racial/Ethnic Group								
White	416	100	21.1	37.4	41.5	78.9	84.6	79.2
African American	149	100	27.5	45.8	26.8	72.5	67.5	58.4
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	90.1	86.8
Hispanic	22	100	25	45	30	75	74.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	66	100	64.5	24.2	11.3	35.5	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	251	100	27.9	41.6	30.5	72.1	69.2	60.8

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	907	99.6	17.7	46.5	35.8	82.3	82.9	72.1	95.7	96
Gender										
Male	459	99.1	25.6	46	28.4	74.4	77.4	65.2	95.5	96
Female	448	100	9.6	46.9	43.4	90.4	88.6	79.2	95.9	96.1
Racial/Ethnic Group										
White	634	99.4	15.6	44.9	39.5	84.4	88.2	80.8	95.3	95.8
African American	212	100	24.9	51.7	23.4	75.1	73.1	59.7	96.5	96.4
Asian/Pacific Islander	22	100	9.5	33.3	57.1	90.5	90.5	87	97.6	97
Hispanic	34	100	21.2	48.5	30.3	78.8	75.2	64.6	96.8	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.1	73.4	93.4	95.5
Disability Status										
Disabled	88	98.9	60.5	33.7	5.8	39.5	37.7	27.7	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	364	99.5	22.2	51.9	25.9	77.8	74.1	61.9	95.5	95.5

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	299	99.7	22.9	45	32.1	77.1
	7	299	100	21.4	48.3	30.3	78.6
	8	305	99.3	24.1	45.4	30.5	75.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	308	99.7	17.4	33	49.7	82.6
	7	301	100	28.4	37	34.6	71.6
	8	297	100	29.1	35.8	35.1	70.9

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	299	99.7	23.6	53.6	22.9	76.4
	7	299	100	19.2	50.2	30.6	80.8
	8	305	99.7	31.9	46.8	21.3	68.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	308	100	18.8	40.6	40.6	81.3
	7	301	100	27	39.4	33.6	73
	8	297	100	36.2	44	19.9	63.8

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	147	100	25.2	59.7	15.1	74.8
	7	299	100	25.7	54.4	19.9	74.3
	8	155	99.4	30.5	46.1	23.4	69.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	99.4	25.3	54.1	20.5	74.7
	7	301	100	22.5	55	22.5	77.5
	8	146	100	19.1	45.4	35.5	80.9

Abbreviations for Missing Data

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N/R–Not Reported

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	152	100	21.7	49.7	28.7	78.3
	7	299	100	25.1	39.9	35.1	74.9
	8	149	100	22.9	46.4	30.7	77.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	152	100	16.9	50	33.1	83.1
	7	300	100	26	35.1	38.9	74
	8	151	100	19.9	36.9	43.3	80.1
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	11.7	49.8	38.4	88.3
	7	299	99	16.8	39.9	43.2	83.2
	8	299	98.7	14.9	47.3	37.7	85.1
2010	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	307	99.7	17	46.2	36.8	83
	7	302	99.3	21.2	49.3	29.5	78.8
	8	298	99.7	15	43.9	41.1	85

Abbreviations for Missing Data

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