



DACUSVILLE MIDDLE

899 Thomas Mill Rd
Easley, SC 29640

Grades	6-8 Middle School	
Enrollment	368 Students	
Principal	Andrew Hooker	864-859-6049
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	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

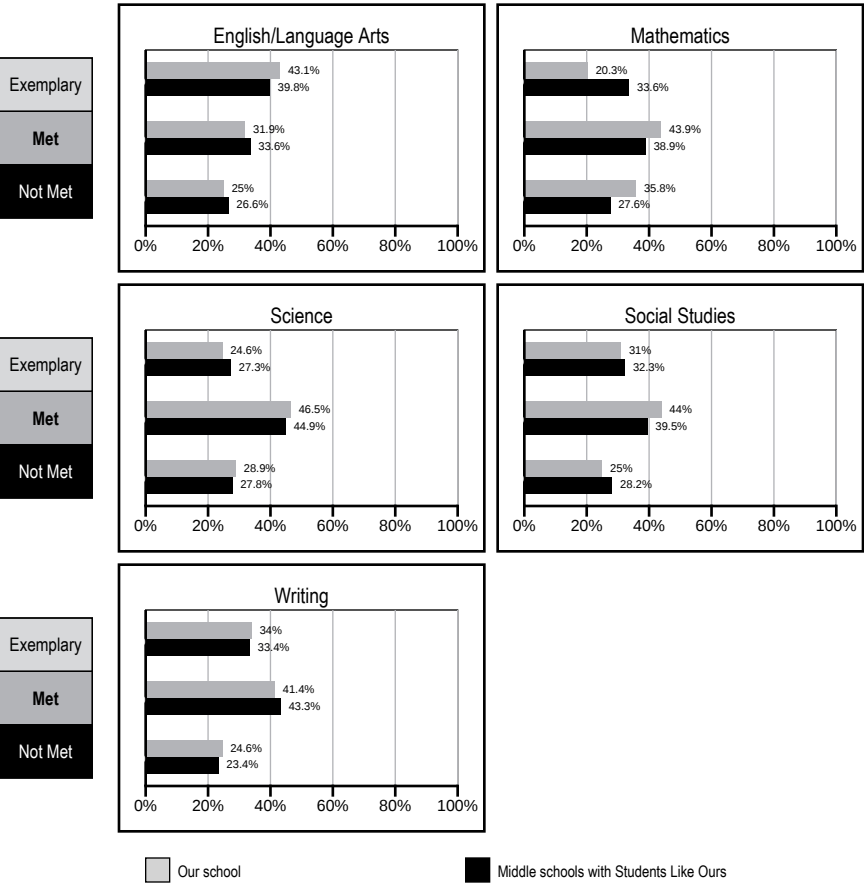
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	23	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	95.7%	98.6%
English 1	100.0%	97.2%
Physical Science	N/A	6.1%
US History and the Constitution	N/A	N/A
All Subjects	97.3%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=368)				
Students enrolled in high school credit courses (grades 7 & 8)	54.2%	Down from 54.4%	30.2%	24.2%
Retention rate	0.8%	No Change	0.6%	0.7%
Attendance rate	95.6%	Down from 95.8%	96.0%	95.9%
Eligible for gifted and talented	12.7%	Down from 14.0%	19.9%	16.4%
With disabilities other than speech	12.5%	Up from 11.6%	11.1%	12.0%
Older than usual for grade	1.9%	Down from 2.4%	1.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.8%	1.0%	0.5%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	81.8%	Up from 66.7%	58.9%	58.5%
Continuing contract teachers	90.9%	Up from 83.3%	81.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	4.3%	4.0%
Teachers returning from previous year	89.7%	Down from 95.5%	85.5%	84.6%
Teacher attendance rate	95.0%	Down from 96.9%	95.5%	95.4%
Average teacher salary*	\$48,101	Up 4.7%	\$46,562	\$46,561
Professional development days/teacher	9.9 days	Up from 6.8 days	9.9 days	10.2 days
School				
Principal's years at school	1.0	Down from 9.0	4.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Down from 24.5 to 1	22.1 to 1	21.1 to 1
Prime instructional time	89.2%	Down from 95.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 91.5%	98.5%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,698	Up 3.0%	\$7,220	\$7,802
Percent of expenditures for instruction**	54.1%	Up from 51.3%	63.2%	63.8%
Percent of expenditures for teacher salaries**	51.0%	Up from 48.8%	60.2%	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

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-the-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, 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, Student Council, FFA, Teens Influencing Peers Club, Red Ribbon Week, Career Fair, Job Shadowing, Character Education, mentoring through T.I.G.E.R talks, pageant, dances, concerts, Habitat Project, and many other Service Learning Projects. We offer Algebra I, English 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:

- 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	103	61
Percent satisfied with learning environment	100.0%	90.2%	86.9%
Percent satisfied with social and physical environment	100.0%	94.1%	85.0%
Percent satisfied with school-home relations	95.2%	88.8%	77.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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	0.3%	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	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	358	99.7	25.7	32.9	41.3	82.4	87.2	83.5	Yes	Yes
Gender										
Male	171	100	36.4	32.7	30.9	72.1	84	80.1	N/A	N/A
Female	187	99.5	16	33.1	50.8	91.7	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	349	99.7	25.2	33.2	41.5	82.8	88.7	89.6	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	45	100	62.8	32.6	4.7	51.2	57.1	51.7	Yes	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	1	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	162	100	32.2	34.9	32.9	77	81.6	76.9	Yes	Yes

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

All Students	358	99.7	37.9	44.5	17.6	76.6	83.8	80.4	Yes	Yes
Gender										
Male	171	100	37.6	45.5	17	72.7	81.7	78.4	N/A	N/A
Female	187	99.5	38.1	43.6	18.2	80.1	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	349	99.7	37.4	44.8	17.8	76.9	85.6	87.8	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	45	100	72.1	23.3	4.7	46.5	51.2	46.1	Yes	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	1	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	162	100	45.4	38.8	15.8	69.1	76.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	236	100	28.9	46.5	24.6	71.1	76.1	67.3
Gender								
Male	124	100	33.3	45	21.7	66.7	76.1	66.9
Female	112	100	24.1	48.1	27.8	75.9	76.2	67.7
Racial/Ethnic Group								
White	231	100	28.7	46.6	24.7	71.3	78.5	79.6
African American	2	I/S	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	26	100	N/A	N/A	N/A	52	43.7	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	0	N/A	N/A	N/A	N/A	N/A	68.5	58.6
Socio-Economic Status								
Subsidized meals	117	100	38.2	43.6	18.2	61.8	65.7	55.4

Social Studies

All Students	237	100	25	44	31	75	77	70.9
Gender								
Male	108	100	31.1	38.7	30.2	68.9	76	70.1
Female	129	100	19.8	48.4	31.7	80.2	78	71.7
Racial/Ethnic Group								
White	230	100	25.3	44	30.7	74.7	78.5	79.2
African American	3	I/S	I/S	I/S	I/S	I/S	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	71.2
Disability Status								
Disabled	34	100	48.5	45.5	6.1	51.5	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	105	100	37	42	21	63	67.4	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	361	100	24.6	41.4	34	75.4	79.4	72.1	95.6	96.2
Gender										
Male	173	100	36.9	39.3	23.8	63.1	72.7	65.2	95.4	96.2
Female	188	100	13.5	43.2	43.2	86.5	86.5	79.2	95.8	96.2
Racial/Ethnic Group										
White	351	100	24.1	41.9	34	75.9	81.3	80.8	95.6	96.1
African American	4	I/S	I/S	I/S	I/S	I/S	65.4	59.7	97.4	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	98.6	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	64.6	95.4	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	73.4	91.3	95.1
Disability Status										
Disabled	44	100	N/AV	N/AV	N/AV	34.9	34.8	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.5	63.7	95.1	97.4
Socio-Economic Status										
Subsidized meals	163	100	34.6	38.5	26.9	65.4	69.8	61.9	94.7	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
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	129	100	19.7	41.8	38.5	80.3
	7	117	99.2	33.3	27.2	39.5	66.7
	8	112	100	24.5	29.1	46.4	75.5
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
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	129	100	31.1	47.5	21.3	68.9
	7	117	99.2	37.7	44.7	17.5	62.3
	8	112	100	45.5	40.9	13.6	54.5
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
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	64	100	30	60	10	70
	7	116	100	30.7	48.2	21.1	69.3
	8	56	100	24.1	27.8	48.1	75.9

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
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
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	65	100	11.3	61.3	27.4	88.7
	7	116	100	40.4	39.5	20.2	59.6
	8	56	100	8.9	33.9	57.1	91.1
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	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
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	130	100	23.2	45.6	31.2	76.8
	7	118	100	31.9	41.4	26.7	68.1
	8	113	100	18.8	36.6	44.6	81.3

Abbreviations for Missing Data

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