

## Dennis Middle

321 Roland Street  
Columbia, SC 29010

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	404 Students	
<b>Principal</b>	Kwamine Simpson	803-484-4087
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

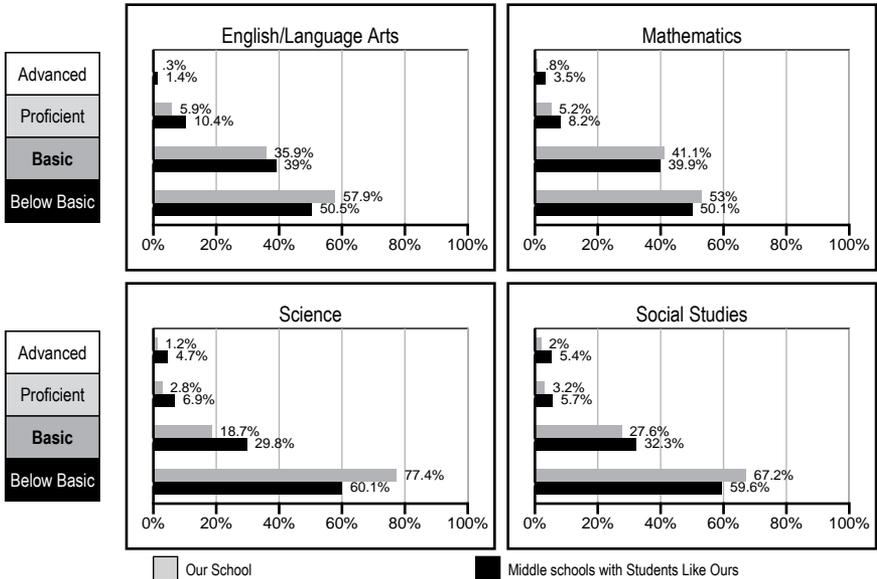
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	42

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	100.0	84.0
English 1	90.0	82.3
Physical Science	0	39.5
All Subjects	94.6	80.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=404)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	40.6%	Up from 12.7%	11.5%	19.4%
Retention rate	5.3%	Up from 2.8%	3.4%	1.8%
Attendance rate	95.0%	Up from 94.7%	95.1%	95.8%
Eligible for gifted and talented	0.0%	Down from 1.2%	4.8%	15.3%
With disabilities other than speech	13.9%	Up from 11.3%	13.5%	12.9%
Older than usual for grade	11.4%	Up from 5.3%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	63.6%	Up from 52.2%	54.0%	55.0%
Continuing contract teachers	27.3%	Down from 47.8%	54.4%	70.6%
Teachers with emergency or provisional certificates	35.3%	Down from 45.0%	19.3%	5.4%
Teachers returning from previous year	N/A	N/A	76.4%	83.4%
Teacher attendance rate	95.7%	Down from 97.3%	94.8%	94.9%
Average teacher salary	\$43,280	Up 9.1%	\$43,090	\$44,706
Professional development days/teacher	3.1 days	Down from 7.1 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 24.1 to 1	15.7 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 91.8%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.5%	Up from 71.7%	96.2%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$4,405	N/A	\$9,032	\$7,097
Percent of expenditures for instruction*	69.9%	N/A	62.4%	64.4%
Percent of expenditures for teacher salaries*	64.8%	N/A	54.7%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Dennis Middle School served 389 students in Lee County during the 2007-2008 school year. The mission of Dennis Middle School is to provide all students with an environment that is challenging, motivating, and nurturing in order to prepare them for success in a rapidly changing technological society.

The instructional focus for this year was Writing Across the Curriculum. All teachers were provided with staff development on the writing process and how to teach writing. Monthly, students participated in the school-wide Writing across the Curriculum initiative. Additionally, Dennis Middle teachers implemented a new curriculum and were provided with staff development on how to effectively implement the curriculum. The faculty book study for the 2007-2008 school year was What Great Teachers Do Differently.

Dennis Middle School began its implementation of Making Middle Grades Work initiative whose purpose is to raise the academic performance of all middle school students. In keeping with the MMGW ten key practices, students were provided with several opportunities for extra assistance, both through the After-School tutorial and the Extended Summer Enrichment programs. As an additional component of the character education and after-school program, Dennis Middle School partnered with Communities in Schools and Clemson Extension to provide an etiquette and manners course for students. We also implemented the "zero is not option policy," in which students were given additional opportunities to complete missed assignments. Teachers also used data obtained from Flanagan's Test for Higher Standards nine-weeks benchmark assessments and Measures of Academic Progress (MAP) tests to determine students' areas of strength and weakness and used the results to guide instruction.

One of the challenges facing Dennis Middle School is school/home communication and support. The faculty, staff, and parent organizations worked to establish initiatives to increase the amount of parental support. In order to increase communication with parents, we utilized a phone dialer system to contact parents regarding upcoming events and general announcements. Parents received detailed progress reports that were generated from InteGrade Pro every nine weeks.

In an effort to increase academic achievement at Dennis Middle School, additional goals have been established and a focused School Renewal Plan has been developed.

Kwamine Simpson, Principal  
Everette Jenkins, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	108	52
Percent satisfied with learning environment	73.7%	53.3%	69.2%
Percent satisfied with social and physical environment	63.2%	59.4%	64.0%
Percent satisfied with school-home relations	68.4%	74.3%	67.3%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 9 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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.5%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	387	99.2	57.7	35	6.2	1.1	12.9	18.3	48.2	No	Yes
<b>Gender</b>											
Male	192	99	66.5	28	3.8	1.6	8.8	14.5	41.7	N/A	N/A
Female	195	99.5	49.2	41.8	8.5	0.5	16.9	21.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	12	100	54.5	36.4	0	9.1	9.1	28.1	60	I/S	I/S
African American	366	99.2	57.5	35.1	6.5	0.8	13	17.9	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	54	96.3	87.5	4.2	2.1	6.3	10.4	7.5	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	316	99.1	59.6	34.5	5.9	0	10.7	17	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	387	99.7	53.9	40.5	4.6	1.1	11.8	12.4	45.8	No	Yes
<b>Gender</b>											
Male	192	100	54.9	40.2	4.3	0.5	11.4	12.6	45.6	N/A	N/A
Female	195	99.5	52.9	40.7	4.8	1.6	12.2	12.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	12	100	27.3	63.6	9.1	0	27.3	31.3	59	I/S	I/S
African American	366	99.7	54.6	40	4.2	1.1	11	11.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	54	100	84	8	6	2	8	4.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	316	99.7	55.3	40.5	3.9	0.3	10.7	11.5	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	263	100	76.4	18.5	3.1	2	5.1	6.7	35.7	95	95.1
<b>Gender</b>											
Male	124	100	76.3	16.9	3.4	3.4	6.8	9.1	37.4	94.8	94.7
Female	139	100	76.5	19.9	2.9	0.7	3.7	4.6	33.8	95.3	95.4
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	86	92.7
African American	249	100	77.2	18.3	2.9	1.7	4.6	6.3	17	95.3	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	96.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	38	100	91.4	0	2.9	5.7	8.6	4	14	92.9	94.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96	95.6
<b>Socio-Economic Status</b>											
Subsided meals	210	100	78.5	18	2.4	1	3.4	5.1	21.1	95.4	95.1
<b>Social Studies</b>											
All Students	261	98.9	66.3	27.7	4	2	6	7.1	34	95	95.1
<b>Gender</b>											
Male	131	98.5	63.7	27.4	7.3	1.6	8.9	8.9	36.6	94.8	94.7
Female	130	99.2	68.8	28	0.8	2.4	3.2	5.4	31.3	95.3	95.4
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	86	92.7
African American	245	98.8	67.4	27.5	3.8	1.3	5.1	5.7	19.1	95.3	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	35	97.1	86.7	3.3	6.7	3.3	10	5.6	14.4	92.9	94.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	96	95.6
<b>Socio-Economic Status</b>											
Subsided meals	217	99.1	68.9	27.4	2.4	1.4	3.8	5.8	21	95.4	95.1

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	129	99.2	61.8	32.5	4.9	0.8	5.7
	7	145	97.9	55.1	37.5	6.6	0.7	7.4
	8	135	98.5	39.2	49.6	11.2	0	11.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	97.5	65.8	29.7	2.7	1.8	4.5
	7	139	100	59	32.1	8.2	0.7	9
	8	129	100	49.2	42.9	7.1	0.8	7.9
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	129	98.5	50.8	42.6	4.1	2.5	6.6
	7	145	97.9	39.7	53.7	6.6	0	6.6
	8	135	99.3	48.4	47.6	3.2	0.8	4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	100	62.3	28.9	7.9	0.9	8.8
	7	139	100	46.3	47.8	4.5	1.5	6
	8	129	99.2	54.4	43.2	1.6	0.8	2.4
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	67	100	81.7	16.7	1.7	0	1.7
	7	145	98.6	75.7	23.5	0.7	0	0.7
	8	69	98.6	61.9	28.6	7.9	1.6	9.5
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	60	100	89.7	6.9	0	3.4	3.4
	7	138	100	75.2	20.3	4.5	0	4.5
	8	65	100	66.7	25.4	3.2	4.8	7.9
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	65	96.9	55.9	40.7	3.4	0	3.4
	7	145	97.9	86.7	13.3	0	0	0
	8	66	98.5	90.3	9.7	0	0	0
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	60	100	57.9	29.8	8.8	3.5	12.3
	7	137	99.3	66.4	27.5	3.8	2.3	6.1
	8	64	96.9	73.8	26.2	0	0	0

Abbreviations for Missing Data

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