



DuBose Middle School

1005 DuBose School Road
Summerville, SC 29483

Grades	6-8 Middle School	
Enrollment	1,050 Students	
Principal	Christie O'Rear	843-875-7012
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	C. Gail Hughes	843-261-3806

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Below Average
2012	Excellent	Excellent
2011	Good	Excellent
2010	Good	Good
2009	Average	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 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>

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

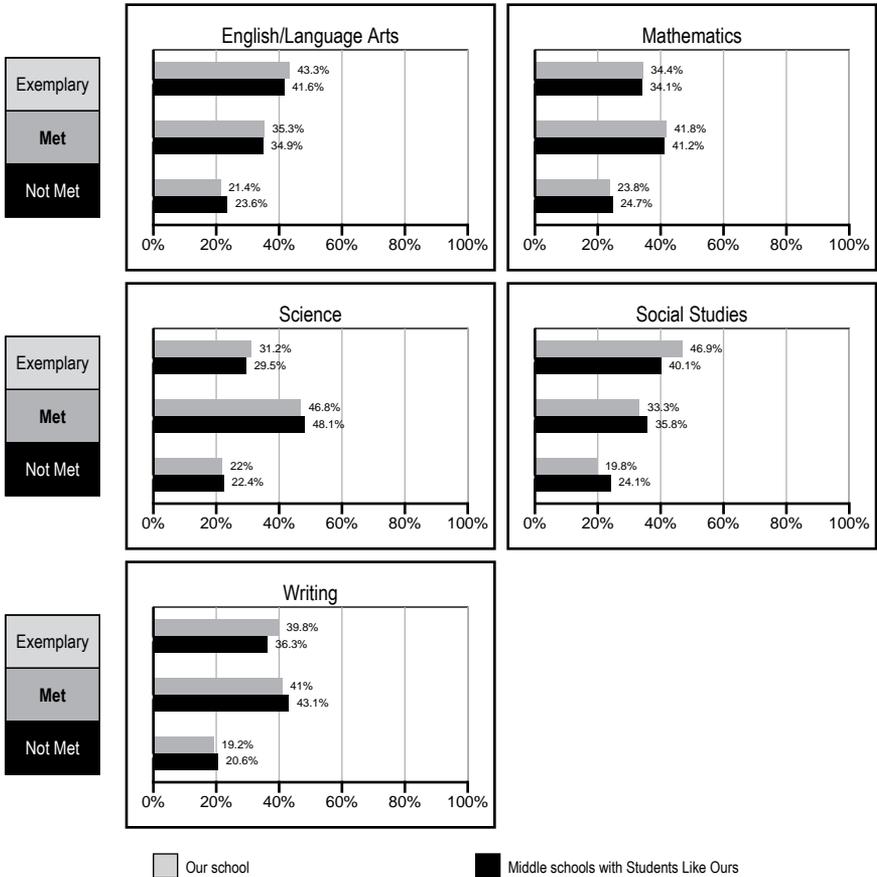
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	20	12	0	0

* Ratings are calculated with data available by 03/14/2014.

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	100.0%	97.4%
English 1	98.7%	96.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	0%
All Subjects	99.3%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,050)				
Students enrolled in high school credit courses (grades 7 & 8)	29.5%	Down from 45.1%	25.7%	24.6%
Retention rate	0.1%	Down from 1.1%	0.5%	0.6%
Attendance rate	94.1%	Down from 94.6%	96.1%	95.9%
Served by gifted and talented program	18.5%	N/A	23.7%	18.5%
With disabilities	10.4%	N/A	11.5%	13.0%
Older than usual for grade	3.8%	N/A	4.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.4%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	46.7%	Down from 50.9%	62.8%	61.5%
Continuing contract teachers	70.0%	Down from 77.2%	79.9%	77.2%
Teachers returning from previous year	81.9%	Down from 84.2%	88.8%	85.9%
Teacher attendance rate	93.5%	Down from 94.1%	94.9%	94.9%
Average teacher salary*	\$45,553	Up 2.2%	\$47,602	\$47,313
Professional development days/teacher	11.3 days	Up from 11.0 days	11.3 days	10.1 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Down from 24.8 to 1	22.4 to 1	22.1 to 1
Prime instructional time	85.6%	Down from 87.6%	89.9%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	99.5%	99.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$5,893	Up 3.0%	\$6,814	\$7,239
Percent of expenditures for instruction**	64.0%	Up from 63.2%	65.0%	63.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 62.0%	63.0%	61.0%

* 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

DuBose Middle School is located in the northern most part of the school 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 by providing a nurturing environment with rigorous and relevant learning; and by providing an environment where staff, parents and community work together to provide challenges and opportunities for each student to reach their full potential. DMS received an absolute rating of Excellent on the 2012 state report card. We also received the Palmetto Gold Award for Academic Achievement and Silver Award for Closing the Achievement Gap.

This year the student body demonstrated their academic abilities during the Low Country Quest Competitions, Quiz Bowl, spelling bees, Storm the Citadel Trebuchet Competition and other academic competitions. Our band received a superior rating and our chorus an excellent rating in statewide competitions. Our steel drum band is the largest middle school steel band among public schools in the nation. Our athletic teams continued to excel with a district championship in volleyball and baseball, and runner-up in wrestling.

DMS continues to strive to close achievement gaps in all academic areas. Analysis of our 2012 PASS and other assessment data shows that our students are progressing. We use the Scholastic Read 180 program in all grades to address the needs of struggling readers. Instructional technology is used with SMART Boards, wireless laptops, iPods and computer labs. We also use the Compass Learning Program, Math Assistance Class and Insiders Courtyard tutoring to assist students in achieving at their own pace. Assessment data is used to identify areas of students' strengths and deficiencies.

We continue to communicate with parents by utilizing the web-based Parent Portal in Power School. Parents can access students' grades, attendance, discipline and other student information through this system. ParentLink Communication System and weekly classroom and homework agendas are also used 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-to-school relations, as well as a text messenger service.

Teacher professional development continues to focus on best instructional practices that include differentiated instruction, explicit direct instruction, Target Teach, and ENI formatted lesson plans to help address the varied needs of our students. Implementation of technology initiatives and differentiated instructional practices, were a continued focus of our staff development this school year. The DMS faculty, staff and students continue to show their P.R.I.D.E. every day.

Christie O'Rear, Principal Stephanie Mitchum, S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	344	122
Percent satisfied with learning environment	93.1%	63.4%	82%
Percent satisfied with social and physical environment	96.6%	71.4%	79.5%
Percent satisfied with school-home relations	80.7%	86%	69.7%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	92.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

DuBose Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	657.9	655.2	637.2	650.0	99.9	99.9
Male	652.6	653.6	641.0	655.0	99.8	99.8
Female	663.9	657.0	633.0	644.5	100.0	100.0
White	663.1	660.0	642.7	655.7	99.9	99.9
African American	641.1	637.7	621.3	632.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	651.8	659.5	628.5	649.9	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	600.7	600.1	586.3	597.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.7	641.5	624.8	633.5	99.8	99.8
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	328	99.4	22.5	29.1	48.4	77.5
	7	368	99.5	19.1	34.5	46.4	80.9
	8	326	99.7	19.7	39	41.3	80.3
2013	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	336	100	18.1	42.6	39.4	81.9
	7	330	100	19.7	32.9	47.4	80.3
	8	386	99.7	24.9	30.7	44.4	75.1
Mathematics							
2012	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	328	99.4	16.7	34.6	48.7	83.3
	7	367	99.7	10.4	39.7	49.9	89.6
	8	326	99.7	21.7	46	32.3	78.3
2013	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	336	100	23.5	41	35.5	76.5
	7	330	100	20	37.1	42.9	80
	8	386	99.7	26.6	46.8	26.6	73.4
Science							
2012	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	168	100	24.4	57.7	17.9	75.6
	7	366	99.5	15.2	44	40.8	84.8
	8	163	100	18.8	30.5	50.6	81.2
2013	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	168	100	33.3	53.6	13.1	66.7
	7	329	100	17.2	48.9	34	82.8
	8	190	100	19.9	37	43.1	80.1

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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							
2012	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	162	98.8	13.2	40.1	46.7	86.8
	7	367	99.7	14.8	23.8	61.4	85.2
	8	161	100	12.3	32.2	55.5	87.7
2013	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	170	100	15.7	48.4	35.8	84.3
	7	330	100	17.1	28.1	54.8	82.9
	8	196	99.5	26.6	30.4	42.9	73.4
Writing							
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	326	100	13.6	31.8	54.6	86.4
2013	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	334	97.6	21.7	45.1	33.2	78.3
	7	332	99.7	16.8	36.1	47.1	83.2
	8	387	99	18.5	42.1	39.4	81.5

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