



Dennis Intermediate

321 Roland St.
Bishopville, South Carolina

Grades	4-5 Elementary School	
Enrollment	184 Students	
Principal	Kwamine Simpson	803-484-5386
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	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
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Below Average

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

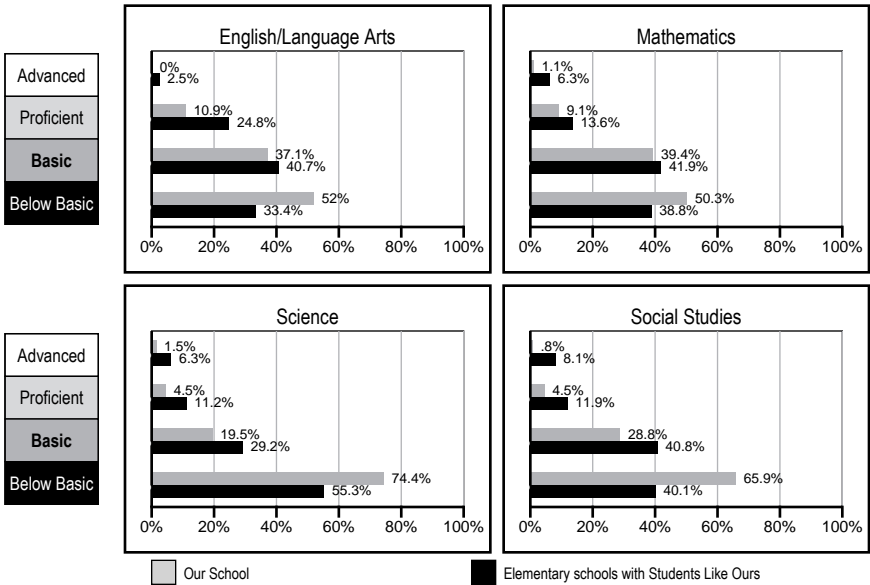
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=184)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.2%	Up from 2.0%	3.1%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	1.6%	Up from 0.5%	2.9%	10.4%
With disabilities other than speech	14.6%	Down from 16.6%	7.6%	7.5%
Older than usual for grade	6.5%	Up from 5.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	37.5%	Up from 33.3%	53.6%	56.7%
Continuing contract teachers	75.0%	Down from 80.0%	68.8%	77.3%
Teachers with emergency or provisional certificates	15.4%	Down from 23.1%	0.0%	0.0%
Teachers returning from previous year	77.6%	Up from 65.1%	82.6%	86.4%
Teacher attendance rate	92.8%	Down from 96.8%	94.9%	94.9%
Average teacher salary	\$41,004	Up 6.8%	\$43,799	\$45,345
Professional development days/teacher	7.2 days	Down from 7.7 days	13.9 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.4 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.8%	Down from 92.1%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,446	Down 6.4%	\$8,235	\$7,052
Percent of expenditures for instruction*	60.2%	Down from 63.6%	68.4%	69.1%
Percent of expenditures for teacher salaries*	47.8%	Down from 54.6%	60.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Dennis Intermediate School, a Title 1 School, is the only Intermediate School in Lee County.

Dennis Intermediate School is in the second year of change. The grade configuration was 4-6 and is currently 4-5 and now serves 187 students. We are housed in the same building as Dennis Middle School that serves approximately 425 students in grades 6-8.

Dennis Intermediate School is the recipient of the 21st Century Grant. The grant provides funding for an afterschool program with a focus on Math, Science, English-Language Arts, and Technology. Other programs to enhance student achievement include a Tutorial Computer Lab, Small Group Instruction, and an additional afterschool tutorial program with a focus on Science and Social Studies. We have also increased the use of manipulatives to reinforce critical thinking skills in all content areas. Our students have opportunities to explore the world of science through the use of FOSS Science Kits.

We have also implemented a Character Education Program to help build self-esteem and reward students for positive behavior. Students are rewarded for academic achievement and other accomplishments through our monthly awards program with participation from our parents and the community.

Our school district recently purchased a newly adopted curriculum guide developed by Anderson Five School District. Our teachers meet weekly to plan successful teaching strategies and to brainstorm new ideas and interventions that will assist our students in being successful.

Because of the improvement rating on our school report card, we were required to implement a Focused School Renewal Plan. Through this plan we have an increased focus on instruction in all academic areas.

We continue to foster community relations and parental involvement through our Parenting Coordinator, PTO, School Improvement Council, and News Letters. Some initiatives include Doughnuts for Dads, Muffins for Moms, Students' Awards Day, Night of Family Learning, and PACT Night.

We continue to strive for excellence and communicate our vision and values as we prepare our students to be successful at the next level.

At Dennis Intermediate, "WE ARE TEACHING TO REACH EVERY CHILD EVERY DAY."

Robert Ervin, Principal

Derrick Hilliard, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	80	52
Percent satisfied with learning environment	86.7%	85.3%	66.0%
Percent satisfied with social and physical environment	66.7%	72.4%	71.4%
Percent satisfied with school-home relations	53.3%	91.0%	72.5%

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

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School Adequate Yearly Progress

NO

This school met 7 out of 13 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

Restructure

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	6.7%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	187	100	51.7	36.9	10.8	0.6	12.5	18.3	48.2	No	Yes
Gender											
Male	98	100	54.9	33	11	1.1	13.2	14.5	41.7	N/A	N/A
Female	89	100	48.2	41.2	10.6	0	11.8	21.8	55	N/A	N/A
Racial/Ethnic Group											
White	11	100	50	37.5	12.5	0	25	28.1	60	I/S	I/S
African American	173	100	52.1	37	10.3	0.6	11.5	17.9	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	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
Disability Status											
Disabled	35	100	90.6	6.3	0	3.1	3.1	7.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	53	36.9	9.4	0.7	10.7	17	34	No	Yes

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

All Students	187	100	50	39.8	9.1	1.1	16.5	12.4	45.8	No	Yes
Gender											
Male	98	100	49.5	35.2	13.2	2.2	20.9	12.6	45.6	N/A	N/A
Female	89	100	50.6	44.7	4.7	0	11.8	12.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	11	100	37.5	37.5	25	0	25	31.3	59	I/S	I/S
African American	173	100	50.9	40.6	7.9	0.6	15.2	11.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	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
Disability Status											
Disabled	35	100	87.5	12.5	0	0	6.3	4.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	49	42.3	8.1	0.7	15.4	11.5	31.4	No	Yes

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

Abbreviations for Missing Data

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

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
Science											
All Students	142	100	73.9	19.4	4.5	2.2	6.7	6.7	35.7	96.5	95.1
Gender											
Male	75	100	71.4	18.6	5.7	4.3	10	9.1	37.4	95.8	94.7
Female	67	100	76.6	20.3	3.1	0	3.1	4.6	33.8	97.3	95.4
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	94.5	92.7
African American	131	100	74.4	19.2	4.8	1.6	6.4	6.3	17	96.7	95.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95	93.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	95	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
Disability Status											
Disabled	26	100	87.5	8.3	0	4.2	4.2	4	14	95.1	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95	95.6
Socio-Economic Status											
Subsided meals	116	100	75.9	18.8	4.5	0.9	5.4	5.1	21.1	96.7	95.1
Social Studies											
All Students	141	100	65.9	28.8	4.5	0.8	5.3	7.1	34	96.5	95.1
Gender											
Male	72	100	55.2	35.8	7.5	1.5	9	8.9	36.6	95.8	94.7
Female	69	100	76.9	21.5	1.5	0	1.5	5.4	31.3	97.3	95.4
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	94.5	92.7
African American	132	100	67.2	28.8	4	0	4	5.7	19.1	96.7	95.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95	93.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95	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
Disability Status											
Disabled	24	100	81	19	0	0	0	5.6	14.4	95.1	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	95	95.6
Socio-Economic Status											
Subsided meals	118	100	65.2	29.5	5.4	0	5.4	5.8	21	96.7	95.1

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

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	95	97.9	55.6	37.8	6.7	0	6.7
	5	96	100	71.7	22.8	4.3	1.1	5.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	97	100	46.2	35.2	17.6	1.1	18.7
	5	90	100	57.6	38.8	3.5	0	3.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	95	100	58.7	28.3	10.9	2.2	13
	5	96	100	63	29.3	7.6	0	7.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	97	100	46.2	42.9	8.8	2.2	11
	5	90	100	54.1	36.5	9.4	0	9.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	95	100	80.4	15.2	4.3	0	4.3
	5	48	100	78.3	17.4	2.2	2.2	4.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	97	100	69.2	23.1	4.4	3.3	7.7
	5	45	100	83.7	11.6	4.7	0	4.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	95	100	78.3	21.7	0	0	0
	5	49	100	86.4	13.6	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	96	100	65.6	30	3.3	1.1	4.4
	5	45	100	66.7	26.2	7.1	0	7.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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