



## Martha Dendy Sixth Grade Center

301 North Bell Street  
Clinton, SC 29325

<b>Grades</b>	6 Middle School	
<b>Enrollment</b>	221 Students	
<b>Principal</b>	Bill Alexander	864-833-0831
<b>Superintendent</b>	Dr. Wayne Brazell	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent*</b>
2007	Average	Good
2006	Below Average	Good
2005	N/A	N/A
2004	N/A	N/A

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

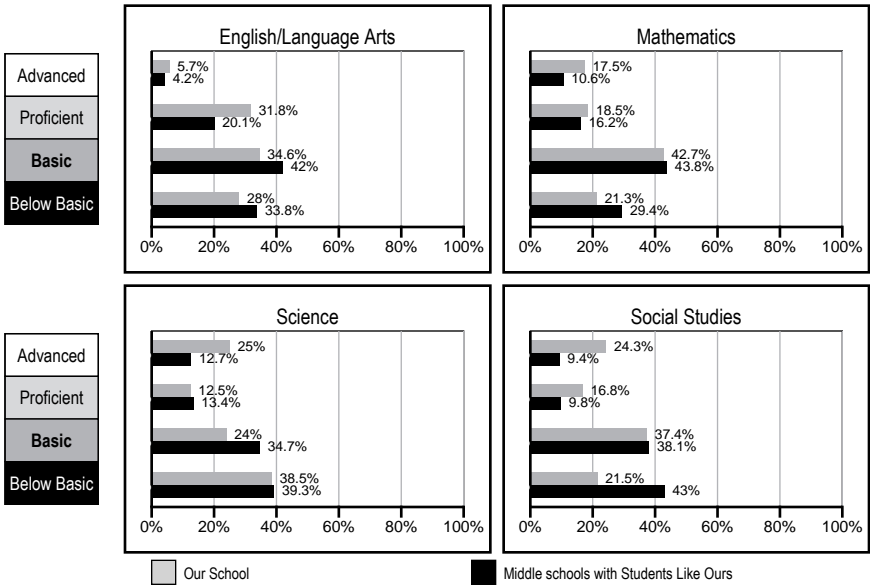
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	4	23	8

\* 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	0	95.3
English 1	0	93.0
Physical Science	0	66.7
All Subjects	0	93.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=221)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	16.1%	19.4%
Retention rate	0.4%	Down from 0.9%	1.8%	1.8%
Attendance rate	95.8%	Down from 96.3%	95.7%	95.8%
Eligible for gifted and talented	16.3%	Up from 13.1%	12.8%	15.3%
With disabilities other than speech	15.4%	Up from 13.5%	13.9%	12.9%
Older than usual for grade	0.5%	Down from 3.0%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.0%	0.8%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	47.1%	Down from 50.0%	52.5%	55.0%
Continuing contract teachers	82.4%	Down from 93.8%	70.2%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	6.6%	5.4%
Teachers returning from previous year	79.7%	Up from 75.0%	81.4%	83.4%
Teacher attendance rate	90.5%	Down from 95.6%	95.0%	94.9%
Average teacher salary	\$44,795	Up 7.1%	\$44,138	\$44,706
Professional development days/teacher	22.5 days	Up from 12.6 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.1 to 1	19.7 to 1	20.1 to 1
Prime instructional time	85.2%	Down from 90.9%	89.1%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,878	Down 0.6%	\$6,872	\$7,097
Percent of expenditures for instruction*	51.0%	Up from 49.5%	65.8%	64.4%
Percent of expenditures for teacher salaries*	48.2%	Up from 46.8%	60.9%	59.4%

\* 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

Martha Dendy School serves 224 sixth grade students in Laurens County District 56. Seventy percent of Martha Dendy students come from homes that experience some type of socioeconomic difficulties. In spite of these challenges, Martha Dendy students work hard, respect each other, and appreciate the importance of school.

Martha Dendy is fully accredited by the Southern Association of Colleges and Schools. In 2008, Martha Dendy was a Palmetto Silver Award winner. This prestigious award is based on student academic improvement.

A special source of strength for Martha Dendy is the dedicated, hard working teachers who serve our children. Martha Dendy educators believe that the fundamental purpose of school is learning. Creating and sustaining a Professional Learning Community (PLC) remained a priority in 2007-2008. Emphasis on learning directs those within our school staff to concentrate their efforts and energies in three critical areas: collegial planning, collaborative assessment, and comprehensive remediation. Martha Dendy teachers create varied strategies for assessing each student's mastery of these skills on a timely basis. Also, our PLC program provides each student with additional support as soon as a student experiences difficulty in learning. Through an Academic Content Enrichment program (ACE), student remediation needs are met.

Student Supported Literacy is a 40-minute class period designed to engage children in reading books. Each day, one hundred percent of Martha Dendy's student population experience an uninterrupted period of reading.

The Measures of Academic Progress (MAP) test, as well as teacher-made comprehensive assessments, was used as a diagnostic tool in the fall, winter, and spring of this school year. Martha Dendy teachers received diagnostic information for each child within 24 hours. Our teachers have participated in professional development to learn how to use this information in their daily planning and instruction.

Communication with Martha Dendy stakeholders has always been a priority. Martha Dendy distributes 8 newsletters a year. We have completed a school website with teacher web pages. Throughout the school year, Martha Dendy invites our stakeholders to participate in multiple school events, such as parent partners, registration, open house, and award ceremonies.

Martha Dendy faculty made a commitment to respect, nurture, and love all children all the time. Our guidance counseling programs address issues such as conflict and anger resolution, anti-bullying, and respecting others.

Bill Alexander, Principal  
Star Lawton, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	199	129
Percent satisfied with learning environment	100.0%	84.2%	83.6%
Percent satisfied with social and physical environment	81.8%	84.8%	81.7%
Percent satisfied with school-home relations	90.0%	86.9%	81.3%

\* 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

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. 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	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	225	100	28	34.6	31.8	5.7	45	40.9	48.2	Yes	Yes
<b>Gender</b>											
Male	120	100	32.1	31.2	33	3.7	41.3	36.7	41.7	N/A	N/A
Female	105	100	23.5	38.2	30.4	7.8	49	45.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	20.3	30.5	40.7	8.5	56.8	50.6	60	Yes	Yes
African American	89	100	38.8	40	20	1.2	28.2	27.9	31.7	Yes	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	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	34.2	38.4	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	36	100	61.8	32.4	5.9	0	8.8	12.2	16	I/S	I/S
<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	25	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	152	100	35.7	36.4	25	2.9	34.3	30.9	34	Yes	Yes

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

All Students	225	100	21.3	42.7	18.5	17.5	48.3	40.9	45.8	Yes	Yes
<b>Gender</b>											
Male	120	100	18.3	45	17.4	19.3	49.5	42.1	45.6	N/A	N/A
Female	105	100	24.5	40.2	19.6	15.7	47.1	39.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	12.7	42.4	19.5	25.4	57.6	52.3	59	Yes	Yes
African American	89	100	35.3	42.4	15.3	7.1	35.3	24.5	26.9	Yes	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	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	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	36	100	50	38.2	8.8	2.9	17.6	11	17.1	I/S	I/S
<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	43.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	152	100	27.9	46.4	15.7	10	38.6	30.6	31.4	Yes	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
<b>Science</b>											
All Students	112	99.1	38.5	24	12.5	25	37.5	27.5	35.7	95.8	95.6
<b>Gender</b>											
Male	59	98.3	37	22.2	9.3	31.5	40.7	30.1	37.4	96	95.3
Female	53	100	40	26	16	18	34	24.8	33.8	95.5	95.8
<b>Racial/Ethnic Group</b>											
White	63	98.4	26.3	19.3	17.5	36.8	54.4	35.9	49.2	95.5	95.3
African American	45	100	55.8	25.6	7	11.6	18.6	14.1	17	96.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.6	95
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.3	24.9	96.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	96.1
<b>Disability Status</b>											
Disabled	19	100	72.2	11.1	11.1	5.6	16.7	8.6	14	95	94.7
<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	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9	24.4	98.8	97.6
<b>Socio-Economic Status</b>											
Subsided meals	71	98.6	47.7	21.5	13.8	16.9	30.8	18.9	21.1	95	95.1
<b>Social Studies</b>											
All Students	113	100	21.5	37.4	16.8	24.3	41.1	22	34	95.8	95.6
<b>Gender</b>											
Male	61	100	16.4	45.5	14.5	23.6	38.2	25.7	36.6	96	95.3
Female	52	100	26.9	28.8	19.2	25	44.2	18.4	31.3	95.5	95.8
<b>Racial/Ethnic Group</b>											
White	65	100	18	34.4	19.7	27.9	47.5	28.5	44.5	95.5	95.3
African American	44	100	26.2	42.9	14.3	16.7	31	12.9	19.1	96.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.6	95
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.5	96.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	96.1
<b>Disability Status</b>											
Disabled	17	100	25	62.5	12.5	0	12.5	9.4	14.4	95	94.7
<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	3	I/S	I/S	I/S	I/S	I/S	I/S	22.7	27.3	98.8	97.6
<b>Socio-Economic Status</b>											
Subsided meals	81	100	24	42.7	17.3	16	33.3	14.4	21	95	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*
<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	227	100	42.5	33.8	17.4	6.4	23.7
	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
<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	225	100	28	34.6	31.8	5.7	37.4
	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
<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	227	100	27.4	42	16.9	13.7	30.6
	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
<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	225	100	21.3	42.7	18.5	17.5	36
	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
<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	114	100	34.2	36	13.5	16.2	29.7
	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
<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	112	99.1	38.5	24	12.5	25	37.5
	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
<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	113	100	28.7	38	16.7	16.7	33.3
	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
<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	113	100	21.5	37.4	16.8	24.3	41.1
	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

Abbreviations for Missing Data

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