



R P DAWKINS MIDDLE

1300 East Blackstock
Moore, South Carolina

Grades	6-8 Middle School	
Enrollment	817 Students	
Principal	Ken Kiser	864-576-8088
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

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

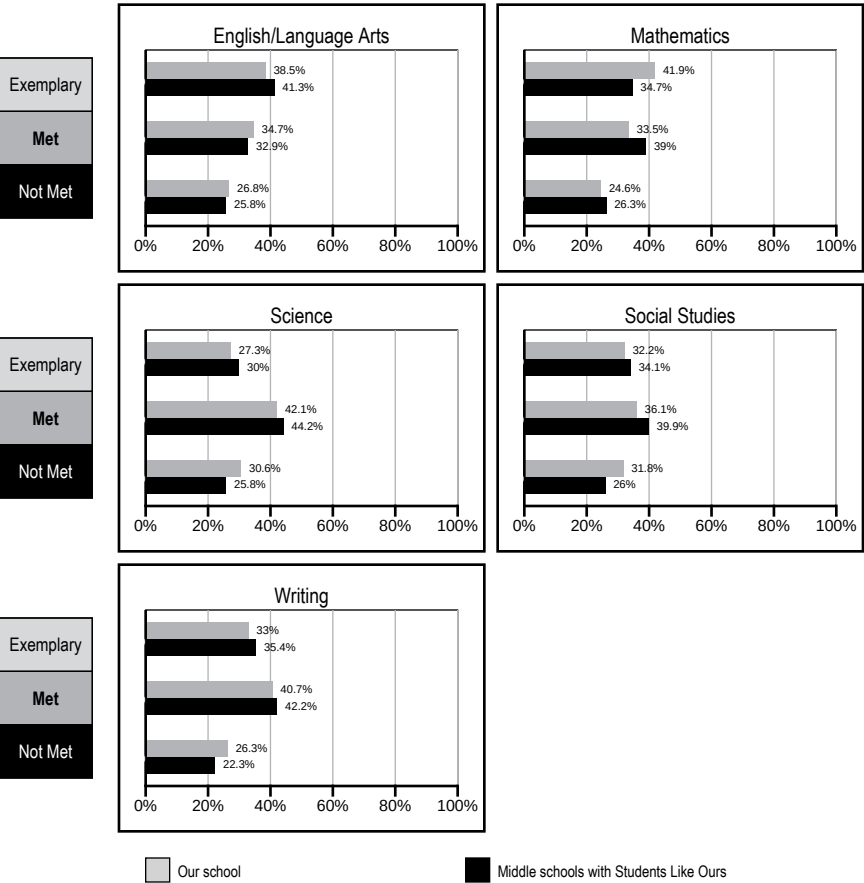
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	16	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	100.0%	98.5%
English 1	N/A	96.9%
Physical Science	N/A	27.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=817)				
Students enrolled in high school credit courses (grades 7 & 8)	19.9%	Up from 15.4%	28.2%	24.2%
Retention rate	0.1%	Up from 0.0%	0.5%	0.7%
Attendance rate	96.9%	Down from 97.3%	96.1%	95.9%
Eligible for gifted and talented	30.4%	Down from 33.3%	22.4%	16.4%
With disabilities other than speech	8.9%	Up from 7.2%	11.0%	12.0%
Older than usual for grade	0.5%	Up from 0.2%	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	77.4%	Up from 72.2%	59.7%	58.5%
Continuing contract teachers	81.1%	Up from 75.9%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	4.0%
Teachers returning from previous year	90.4%	Up from 85.4%	86.9%	84.6%
Teacher attendance rate	96.1%	Up from 95.3%	95.5%	95.4%
Average teacher salary*	\$52,040	Up 2.2%	\$46,986	\$46,561
Professional development days/teacher	11.1 days	Down from 17.4 days	10.1 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.7%	Up from 92.2%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	96.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,900	Up 7.5%	\$7,219	\$7,802
Percent of expenditures for instruction**	70.8%	Up from 69.7%	64.1%	63.8%
Percent of expenditures for teacher salaries**	68.0%	Up from 51.7%	60.9%	60.0%

* 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

The mission of Dawkins Middle School is to provide a safe, challenging, and positive learning environment where all students have the opportunity to be successful and prepare for their future. Our students and faculty have earned numerous awards and recognitions for their accomplishments this school year in academics, fine arts, athletics, and community service.

The teachers at Dawkins Middle School are professional, caring, talented, dedicated, and very involved with our students both in the classroom and with extracurricular activities. Our parents are supportive and are very actively involved in the education of our students. The school district superintendent, administration, and board of trustees are very actively involved in the education of our students and visit our school often to interact with the students and staff. Students at Dawkins Middle School have the combined support of their teachers, administrators, parents, community partners, district staff, school board, and superintendent. We believe that by working together we can provide the safest, most challenging, and most positive environment possible for our students as we prepare them for their future.

We believe that preparing students for their future requires a commitment to excellence in academics, fine arts, and athletics. Our Dawkins Middle School family is dedicated to the preparation of our students for their future in all three areas, and we look forward to the continued success of our students.

Ken Kiser, Principal

Ramona Eubanks, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	267	53
Percent satisfied with learning environment	100.0%	79.9%	88.7%
Percent satisfied with social and physical environment	100.0%	84.9%	83.0%
Percent satisfied with school-home relations	100.0%	90.6%	84.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 31 out of 33 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	822	99.9	26.7	34.7	38.6	83.1	82.3	83.5	Yes	Yes
Gender										
Male	419	100	29.8	32.6	37.7	80.4	79.7	80.1	N/A	N/A
Female	403	99.8	23.5	37	39.5	85.8	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	363	99.7	12.4	31.7	55.9	93.7	88.5	89.6	Yes	Yes
African American	333	100	44.9	38.6	16.5	69.9	74.3	74.6	Yes	Yes
Asian/Pacific Islander	54	100	15.1	22.6	62.3	90.6	88	92.7	Yes	Yes
Hispanic	68	100	23.3	41.7	35	85	74.7	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
Disability Status										
Disabled	67	100	80	18.3	1.7	40	46.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	46	100	45.5	43.2	11.4	68.2	74	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	371	99.7	41.2	37.8	21	71.6	76.7	76.9	Yes	Yes

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

All Students	822	99.9	27.3	37.1	35.6	81.3	80.9	80.4	Yes	Yes
Gender										
Male	419	100	26	35.6	38.4	80.4	78.9	78.4	N/A	N/A
Female	403	99.8	28.7	38.5	32.8	82.2	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	363	99.7	14.7	34.9	50.4	90.5	87	87.8	Yes	Yes
African American	333	100	43.4	41.5	15.2	69.3	72.2	69.3	Yes	Yes
Asian/Pacific Islander	54	100	13.2	24.5	62.3	90.6	88.9	93.5	Yes	Yes
Hispanic	68	100	26.7	38.3	35	83.3	75.1	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	67	100	81.7	16.7	1.7	33.3	42.5	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	46	100	40.9	40.9	18.2	72.7	75.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	371	99.7	42	38.6	19.3	69.6	74.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	541	100	30.5	42.1	27.4	69.5	66.3	67.3
Gender								
Male	289	100	29.8	40.4	29.8	70.2	65.8	66.9
Female	252	100	31.3	44	24.7	68.7	66.8	67.7
Racial/Ethnic Group								
White	245	100	12.8	46.6	40.6	87.2	78.3	79.6
African American	214	100	53.7	38.5	7.8	46.3	49.8	49.7
Asian/Pacific Islander	35	100	14.7	26.5	58.8	85.3	76.1	84.4
Hispanic	43	100	28.9	47.4	23.7	71.1	55.8	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.8	69.5
Disability Status								
Disabled	45	100	N/A	N/A	N/A	24.4	25.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	31	100	53.3	40	6.7	46.7	54.2	58.6
Socio-Economic Status								
Subsidized meals	243	100	46.1	43.5	10.4	53.9	56.1	55.4

Social Studies

All Students	540	100	31.8	36.1	32.2	68.2	70.4	70.9
Gender								
Male	265	100	29.8	31.9	38.3	70.2	70.5	70.1
Female	275	100	33.6	40.1	26.3	66.4	70.3	71.7
Racial/Ethnic Group								
White	232	100	18.8	34.5	46.6	81.2	77.8	79.2
African American	226	100	49.3	36.5	14.2	50.7	59.6	58.4
Asian/Pacific Islander	37	100	8.3	38.9	52.8	91.7	83.7	86.8
Hispanic	42	100	29.7	43.2	27	70.3	63.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	50	71.2
Disability Status								
Disabled	43	100	N/A	N/A	N/A	15.4	32.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	32	100	30	56.7	13.3	70	64.7	68
Socio-Economic Status								
Subsidized meals	244	100	49.6	35.7	14.8	50.4	62.3	60.8

Abbreviations for Missing Data

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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	820	99.4	26	40.8	33.2	74	71.8	72.1	96.9	96.3
Gender										
Male	418	99.3	30.9	37.7	31.4	69.1	64.9	65.2	96.9	96.3
Female	402	99.5	21.1	44	35	78.9	78.8	79.2	96.9	96.4
Racial/Ethnic Group										
White	362	99.5	12.9	41.1	46	87.1	80	80.8	96.7	96
African American	334	99.1	41.3	43.5	15.1	58.7	61.9	59.7	97.1	96.7
Asian/Pacific Islander	54	100	17	20.8	62.3	83	79.1	87	97.3	97.1
Hispanic	66	100	28.3	43.3	28.3	71.7	61.4	64.6	96.9	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.8	73.4	92.4	94.1
Disability Status										
Disabled	71	97.2	N/AV	N/AV	N/AV	14.3	24.9	27.7	97.1	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
English Proficiency										
Limited English Proficient	44	100	50	38.6	11.4	50	60.8	63.7	97	96.4
Socio-Economic Status										
Subsidized meals	376	99.2	40.3	41.1	18.6	59.7	64	61.9	96.6	95.9

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
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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	243	99.6	28.9	40.9	30.2	71.1
	7	285	100	22.9	41.7	35.4	77.1
	8	296	99.7	17.7	35.8	46.5	82.3
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	259	99.6	26.5	37.8	35.7	73.5
	7	261	100	28.2	34.3	37.6	71.8
	8	302	100	25.5	32.5	42	74.5

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	243	99.6	27.1	33.3	39.6	72.9
	7	285	100	19.2	47.2	33.6	80.8
	8	296	99.7	21.6	36.9	41.5	78.4
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	259	99.6	23.7	34.5	41.8	76.3
	7	261	100	30.2	33.5	36.3	69.8
	8	302	100	28	42.3	29.7	72

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	122	100	37.8	45.9	16.2	62.2
	7	285	99.3	22.6	56.7	20.7	77.4
	8	146	99.3	22.5	40.6	37	77.5
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	31.7	50	18.3	68.3
	7	261	100	28.6	40.4	31	71.4
	8	151	100	32.6	38.2	29.2	67.4

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	122	100	21.1	58.8	20.2	78.9
	7	285	99.3	33	37.8	29.3	67
	8	150	100	21.5	31.3	47.2	78.5
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	128	100	21.1	51.2	27.6	78.9
	7	261	100	38.4	30.2	31.4	61.6
	8	151	100	29.6	33.1	37.3	70.4
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	239	100	26.4	43.6	30	73.6
	7	286	100	20.1	45.1	34.8	79.9
	8	297	100	21	41.6	37.4	79
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	260	99.2	22.3	39.8	37.8	77.7
	7	261	99.2	36.2	42.7	21.1	63.8
	8	299	99.7	20.6	40.1	39.4	79.4

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