



DENNIS INTERMEDIATE

321 Roland Street
Bishopville, SC 29010

Grades	4-5 Elementary School	
Enrollment	218 Students	
Principal	Raye O'Neal Boyd	N/A
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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 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://eoc.sc.gov>

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

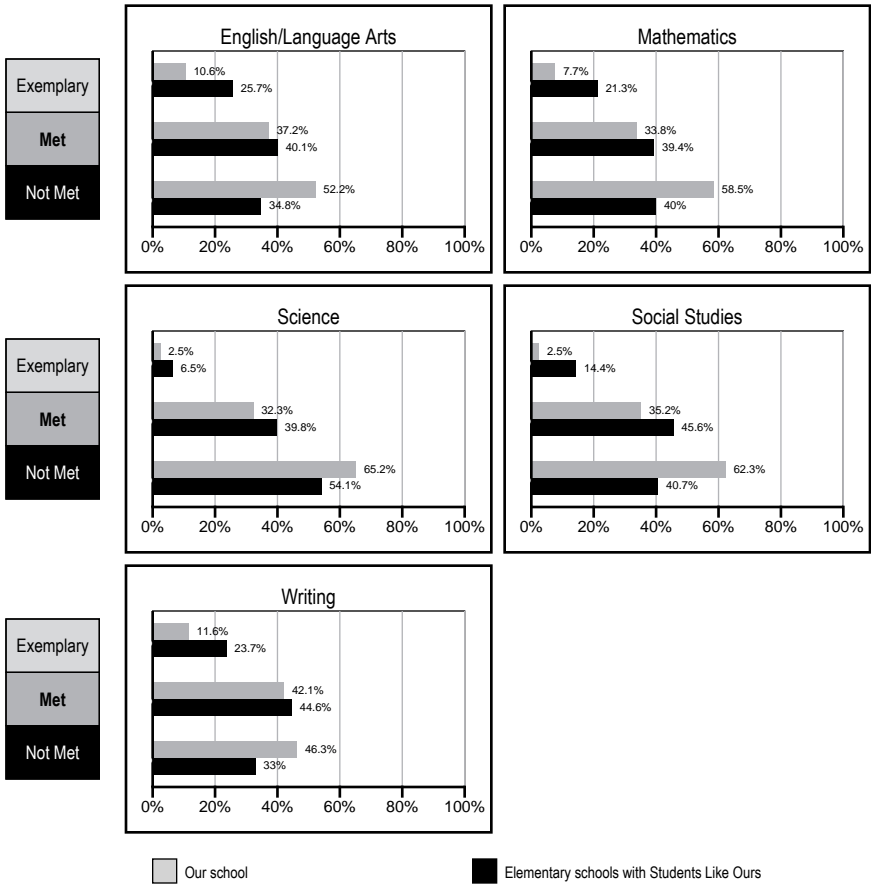
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	48	22

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=218)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	1.5%	1.1%
Attendance rate	95.5%	Down from 95.6%	96.0%	96.2%
Served by gifted and talented program	3.7%	Down from 4.1%	5.1%	13.4%
With disabilities other than speech	8.8%	Down from 17.1%	4.3%	4.1%
Older than usual for grade	1.4%	Down from 3.2%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	71.4%	No Change	61.9%	62.5%
Continuing contract teachers	57.1%	Down from 78.6%	81.8%	88.2%
Teachers returning from previous year	60.2%	Down from 70.2%	84.4%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	\$41,366	Down 5.7%	\$45,180	\$46,773
Professional development days/teacher	6.0 days	Down from 6.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 18.9 to 1	17.5 to 1	19.9 to 1
Prime instructional time	N/R	N/R	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.4%	Down from 98.8%	100.0%	100.0%
Character development program	N/R	N/R	Excellent	Excellent
Dollars spent per pupil**	\$7,210	Down 10.5%	\$8,733	\$7,447
Percent of expenditures for instruction**	59.9%	Down from 68.3%	67.7%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 60.2%	63.9%	65.8%

* 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

During the 2010-2011 school year, Dennis Intermediate faced many challenges. When school became eligible for funding under the School Improvement Grant (SIG) to implement one of four transformation models, the Lee County School District Board of Trustees chose the closure model. A principal consultant was contracted to assist with the operation of the school throughout the closure, and students and staff were relocated to other schools in the district at the end of the school year.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	98	61
Percent satisfied with learning environment	70.0%	80.0%	60.7%
Percent satisfied with social and physical environment	80.0%	70.1%	69.5%
Percent satisfied with school-home relations	44.4%	80.4%	77.6%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	218	99.1	51.9	37.4	10.7	63.6	59.1	82.4	Yes	Yes
Gender										
Male	114	100	57.4	36.1	6.5	57.4	52.3	78.7	N/A	N/A
Female	104	98.1	45.9	38.8	15.3	70.4	65.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	67.9	88.9	I/S	I/S
African American	201	99.5	54.2	35.8	10	62.1	58.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	53	96.2	N/AV	N/AV	N/AV	33.3	34.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	99.5	52	36.7	11.2	62.8	58.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	218	99.1	58.3	34	7.8	58.3	56.4	81.9	Yes	Yes
Gender										
Male	114	100	56.5	34.3	9.3	59.3	55.3	79.9	N/A	N/A
Female	104	98.1	60.2	33.7	6.1	57.1	57.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	71.4	88.9	I/S	I/S
African American	201	99.5	61.1	33.7	5.3	56.3	55.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	53	96.2	84.3	13.7	2	25.5	26.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	99.5	59.7	32.7	7.7	57.1	55.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	167	99.4	65	32.5	2.5	35	34.6	68.6
Gender								
Male	85	100	60	35	5	40	37	68.3
Female	82	98.8	N/AV	N/AV	N/AV	29.9	32.3	68.9
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	155	99.4	67.6	31.7	0.7	32.4	33.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	41.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	40	97.5	N/AV	N/AV	N/AV	5.1	9.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.9	60.7
Socio-Economic Status								
Subsidized meals	160	100	65.6	31.8	2.6	34.4	32.9	57.3
Social Studies								
All Students	169	99.4	62.1	35.4	2.5	37.9	39.5	72.5
Gender								
Male	88	100	65.5	31	3.6	34.5	37.1	72
Female	81	98.8	58.4	40.3	1.3	41.6	41.7	73.1
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	52.4	81
African American	157	99.4	63.8	34.2	2	36.2	39	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	43	97.7	85.7	11.9	2.4	14.3	17	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	161	100	61.7	35.7	2.6	38.3	38.8	62.9

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	100	97	45.2	43	11.8	54.8	53.2	73.2	95.5	96.6
Gender										
Male	54	100	47.1	43.1	9.8	52.9	46.4	67.2	94.6	96.2
Female	46	93.5	42.9	42.9	14.3	57.1	59.6	79.4	96.6	97.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	50	81.5	94.7	95
African American	91	97.8	45.9	43.5	10.6	54.1	53	61.3	95.5	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.4	96.3
Disability Status										
Disabled	22	90.9	N/AV	N/AV	N/AV	15	16	26	93.7	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.3	96.6
Socio-Economic Status										
Subsidized meals	92	98.9	44.8	42.5	12.6	55.2	52.8	63.2	95.7	96.7

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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							
2010	3	2	I/S	I/S	I/S	I/S	I/S
	4	104	100	64	30	6	36
	5	108	100	61.5	33.7	4.8	38.5
	6	1	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	99.2	45.5	41.1	13.4	54.5
	5	98	99	59.1	33.3	7.5	40.9
	6	1	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	2	I/S	I/S	I/S	I/S	I/S
	4	104	100	66	30	4	34
	5	108	100	70.2	27.9	1.9	29.8
	6	1	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	99.2	59.8	32.1	8	40.2
	5	98	99	55.9	36.6	7.5	44.1
	6	1	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	1	I/S	I/S	I/S	I/S	I/S
	4	104	100	82	17	1	18
	5	54	100	N/A	N/A	N/A	23.1
	6	1	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	99.2	64.3	33	2.7	35.7
	5	48	100	66.7	31.1	2.2	33.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2010	3	1	I/S	I/S	I/S	I/S	I/S
	4	104	100	N/A	N/A	N/A	35
	5	54	100	67.3	30.8	1.9	32.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	119	99.2	58.9	40.2	0.9	41.1
	5	49	100	68.8	25	6.3	31.3
	6	1	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	2	I/S	I/S	I/S	I/S	I/S
	4	104	100	58.4	33.7	7.9	41.6
	5	108	100	59.6	26.9	13.5	40.4
	6	1	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	100	97	45.2	43	11.8	54.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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