

DACUSVILLE MIDDLE

899 Thomas Mill Rd
Easley, SC 29640

Grades	6-8 Middle School	
Enrollment	330 Students	
Principal	Andrew Hooker	864-397-3525
Superintendent	Henry H. Hunt, Ph.D.	864-397-1000
Board Chair	Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Good**
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below 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://.eoc.sc.gov

DACUSVILLE MIDDLE	11/09/11-3901001

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

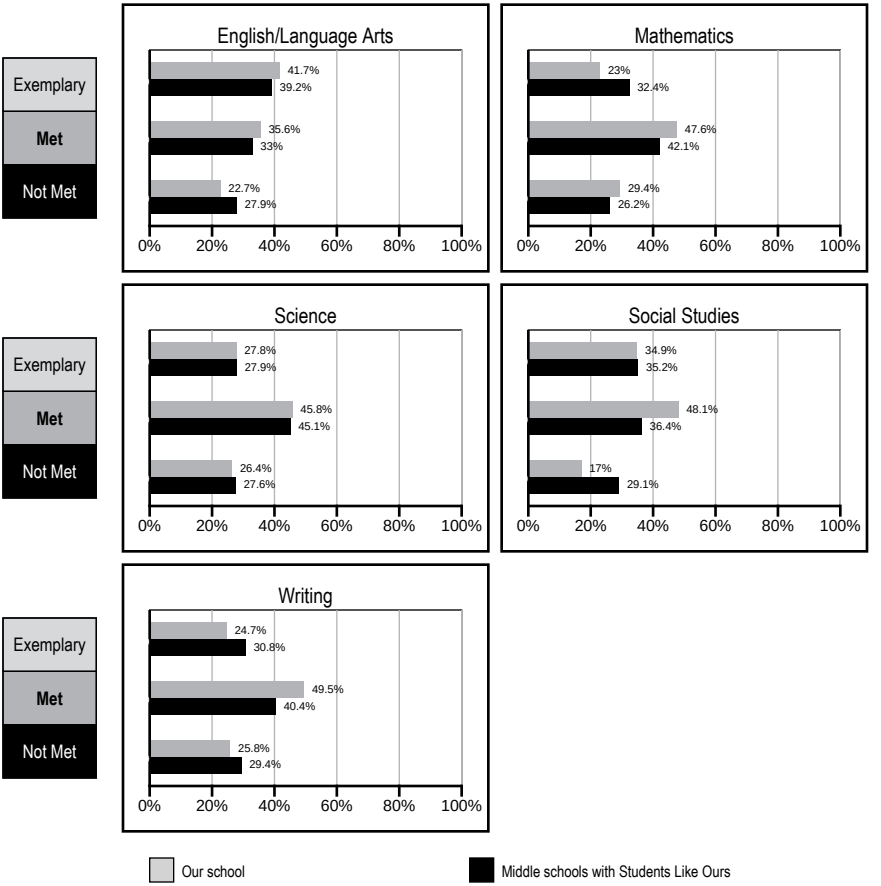
Percent of students tested in 2010-11 whose 2009-10 test scores were located	98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	20	25	0	1

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

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%	98.0%
English 1	96.0%	92.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	27.8%
US History and the Constitution	N/A	N/A
All Subjects	97.9%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=330)				
Students enrolled in high school credit courses (grades 7 & 8)	82.4%	Up from 54.2%	30.8%	24.5%
Retention rate	0.9%	Up from 0.8%	0.6%	0.7%
Attendance rate	95.2%	Down from 95.6%	96.1%	95.9%
Served by gifted and talented program	20.6%	Up from 12.7%	21.1%	17.8%
With disabilities other than speech	12.9%	Up from 12.5%	8.9%	9.2%
Older than usual for grade	0.6%	Down from 1.9%	1.1%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.3%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Down from 81.8%	59.6%	60.0%
Continuing contract teachers	90.9%	No Change	84.0%	82.6%
Teachers returning from previous year	91.0%	Up from 89.7%	85.6%	85.6%
Teacher attendance rate	95.1%	Up from 95.0%	95.5%	95.3%
Average teacher salary*	$47,974	Down 0.3%	$46,514	$46,300
Professional development days/teacher	19.5 days	Up from 9.9 days	9.6 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 24.2 to 1	23.4 to 1	21.5 to 1
Prime instructional time	88.5%	Down from 89.2%	90.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	99.6%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	$7,413	Down 3.7%	$7,255	$7,634
Percent of expenditures for instruction**	53.6%	Down from 54.1%	64.2%	64.0%
Percent of expenditures for teacher salaries**	51.9%	Up from 51.0%	61.6%	61.2%

* 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

Dacusville Middle School serves a rural community located in the northeastern corner of Pickens County. We have a dedicated faculty and staff who are committed to providing a quality education. We provide a student-centered, nurturing environment in which all students may experience success. Our students attend a state-of-the-art facility located on a 113-acre campus. The air conditioned, handicapped-accessible school has 2 computer labs, 2 mobile computer labs with new DELL laptops, 3 science labs with Science Cows(Computers on Wheels), 1 gymnasium, a 220-seat cafeteria, Media Center with 6,872 volumes, and 24 permanent classrooms, each with Promethean Boards. The campus also includes a walking trail, butterfly garden, fish pond, and bird sanctuary.

At Dacusville Middle School we are continuing to plan strategies to improve student performance. Several strategies include: remediation classes, embedded staff development emphasizing instruction, curriculum coaching, and grade level incentive programs through the implementation of the TAP model. Dacusville Middle offers many special programs for our students including: Band, Chorus, Strings, Physical Education, Keyboarding, Agricultural Education, job shadowing, Gifted and Talented, Special Education, Alternative Education, Guidance and Counseling Services, on-site health services, educational field trips, and athletic teams, including volleyball, basketball, baseball, and cheerleading. Activities at Dacusville Middle School include: Student Council, Beta Club, FFA, Teens Influencing Peers, Career Fair, job shadowing, Character Education, teacher mentoring through the T.I.D.E.S program, school pageant, dances, concerts, Habitat Project, and many other service learning opportunities. We also offer Algebra I, English I, Keyboarding, and Computer Applications for high school credit.

Our school makes efforts to involve the community in a variety of programs including: the school Habitat Project, school/business partnerships, volunteer training, fundraising activities, newsletter, Open House and $1 Hot Dog Night, Back to School Orientation, Parent Night, Parent Orientation, Rising 6th Grade Parent Night, Walk for Education, Community Service Projects, PTO, Backpack Blessings, and School Improvement Council. Among our accomplishments in recent school years are the following:

SC Palmetto Silver Award Winner
1 National Board Certified Teacher
Awarding on a Wal-Mart Environmental Grant
Continued accreditation by Southern Association of Colleges and Schools
SC Junior Scholars and Duke TIP Scholars
All Region Band and Orchestra
Student Council Award Winning Scrapbook—Middle School Division
Student Council awarded Gold Gavel Award at state convention
Safe Kids Upstate Award Winner for school safety
First Lego League Robotics Team competed in state competition

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	95	50
Percent satisfied with learning environment	84.2%	75.5%	83.0%
Percent satisfied with social and physical environment	95.0%	83.0%	81.3%
Percent satisfied with school-home relations	94.7%	87.2%	85.7%

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

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School Adequate Yearly Progress	NO

This school met 16 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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

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DACUSVILLE MIDDLE										11/09/11-3901001
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	331	100	22.7	35.6	41.7	84.5	86.5	82.4	Yes	Yes
Gender										
Male	172	100	26.1	40.4	33.5	80.1	83.5	78.7	N/A	N/A
Female	159	100	18.9	30.4	50.7	89.2	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	315	100	21.9	35.4	42.8	84.8	88.1	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	74.2	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.6	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
Disability Status										
Disabled	45	100	56.1	39	4.9	73.2	56.2	48.1	Yes	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	1	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	34.4	36.6	29	75.6	80.4	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	331	100	29.4	47.6	23	82.8	83.8	81.9	Yes	Yes
Gender										
Male	172	100	32.9	46	21.1	80.7	82	79.9	N/A	N/A
Female	159	100	25.7	49.3	25	85.1	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	315	100	29	47.8	23.2	83.5	85.6	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	68.5	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.4	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
Disability Status										
Disabled	45	100	51.2	41.5	7.3	58.5	52	47.3	Yes	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	1	I/S	I/S	I/S	I/S	I/S	80.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	148	100	37.4	48.1	14.5	77.1	77	74.9	Yes	Yes

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

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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	226	99.6	26.4	45.8	27.8	73.6	75.8	68.6
Gender								
Male	122	100	25.9	46.6	27.6	74.1	75.4	68.3
Female	104	99	27.1	44.8	28.1	72.9	76.3	68.9
Racial/Ethnic Group								
White	213	99.5	24.6	46.8	28.6	75.4	78.7	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	53.2	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.8	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.2	70.8
Disability Status								
Disabled	32	96.9	62.1	24.1	13.8	37.9	43	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	1	I/S	I/S	I/S	I/S	I/S	66.3	60.7
Socio-Economic Status								
Subsidized meals	100	99	42.7	37.1	20.2	57.3	66.1	57.3
Social Studies								
All Students	226	100	17	48.1	34.9	83	77.5	72.5
Gender								
Male	114	100	18.9	42.5	38.7	81.1	77.4	72
Female	112	100	15.1	53.8	31.1	84.9	77.6	73.1
Racial/Ethnic Group								
White	217	100	16.2	48.5	35.3	83.8	79	81
African American	6	I/S	I/S	I/S	I/S	I/S	64.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.6	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	73.5
Disability Status								
Disabled	27	100	40	44	16	60	46.3	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	1	I/S	I/S	I/S	I/S	I/S	78	69.7
Socio-Economic Status								
Subsidized meals	99	100	24.7	47.2	28.1	75.3	68.9	62.9

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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	101	99	25	50	25	75	79.6	73.2	95.2	96
Gender										
Male	50	98	32.6	47.8	19.6	67.4	73.1	67.2	94.9	96
Female	51	100	17.4	52.2	30.4	82.6	86.1	79.4	95.7	96
Racial/Ethnic Group										
White	98	99	24.2	50.5	25.3	75.8	81.6	81.5	95.2	95.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66.5	61.3	98.3	96.5
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	82.4	87	98.1	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.5	66.7	96.5	96.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2	93.4	95.7
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	58.3	34	26	94.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	65.7	98.5	97.4
Socio-Economic Status										
Subsidized meals	47	97.9	35	50	15	65	70.9	63.2	94.1	95.4

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DACUSVILLE MIDDLE 11/09/11-3901001

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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	19.7	41.8	38.5	80.3
	7	117	99.2	33.3	27.2	39.5	66.7
	8	112	100	24.5	29.1	46.4	75.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	106	100	16.7	39.2	44.1	83.3
	7	121	100	24.3	35.7	40	75.7
	8	104	100	27.2	31.5	41.3	72.8
Mathematics							
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	31.1	47.5	21.3	68.9
	7	117	99.2	37.7	44.7	17.5	62.3
	8	112	100	45.5	40.9	13.6	54.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	106	100	16.7	59.8	23.5	83.3
	7	121	100	29.6	45.2	25.2	70.4
	8	104	100	43.5	37	19.6	56.5
Science							
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	64	100	30	60	10	70
	7	116	100	30.7	48.2	21.1	69.3
	8	56	100	24.1	27.8	48.1	75.9
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	26.9	48.1	25	73.1
	7	121	100	24.3	53	22.6	75.7
	8	53	98.1	31.1	24.4	44.4	68.9

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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	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	65	100	11.3	61.3	27.4	88.7
	7	116	100	40.4	39.5	20.2	59.6
	8	56	100	8.9	33.9	57.1	91.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	54	100	14	48	38	86
	7	121	100	23.5	47.8	28.7	76.5
	8	51	100	4.3	48.9	46.8	95.7
Writing							
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	130	100	23.2	45.6	31.2	76.8
	7	118	100	31.9	41.4	26.7	68.1
	8	113	100	18.8	36.6	44.6	81.3
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	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	101	99	25	50	25	75

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