



SC Annual School
Report Card
Summary

DuBose Middle School
DORCHESTER 2
Grades: 6-8 Enrollment: 1,059
Principal: Christie O'Rear
Superintendent: Joseph R. Pye
Board Chair: Gail Hughes

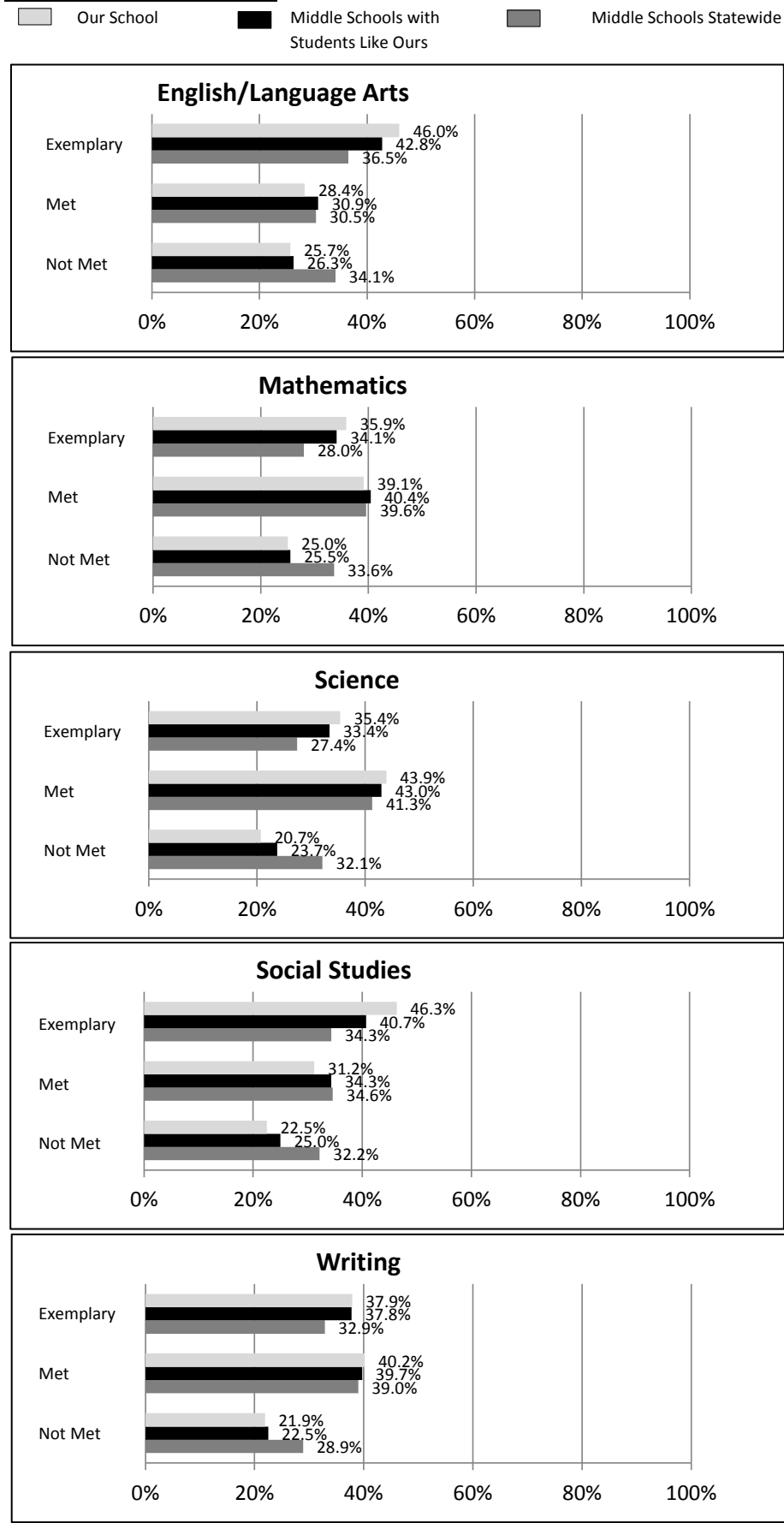
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Average	TBD	TBD	B	N/A
2013	Good	Below Average	N/A	N/A	A	N/A
2012	Excellent	Excellent	GOLD	SILVER	A	N/A

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	19	14	0	0

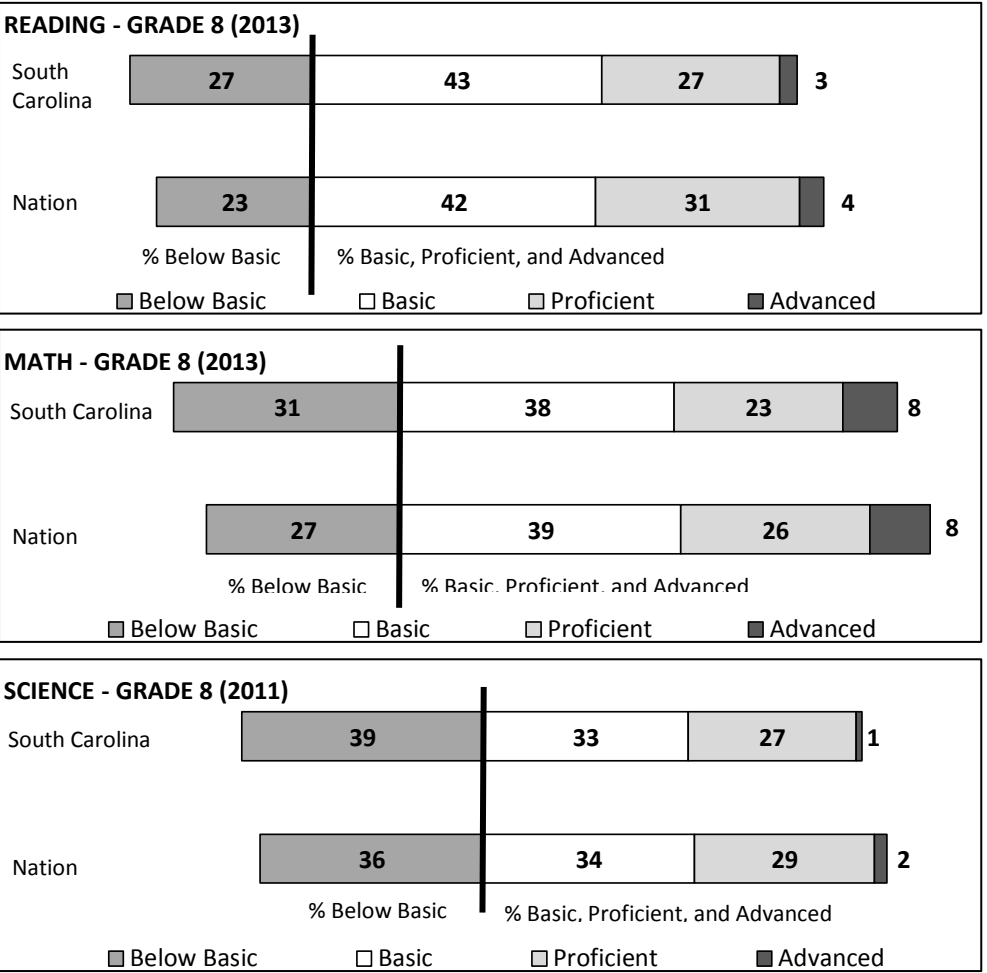
* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level.
Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2014

% of Students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.4%
English 1	97.4%	98.3%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.8%	98.2%

SC 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.

Abbreviations Key

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

DuBose Middle School
DORCHESTER 2
SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle Schools
Students (n = 1,059)				
Students Enrolled in high school credit courses (grades 7 & 8)	43.9%	Up from 29.5%	31.6%	26.0%
Retention rate	1.3%	Up from 0.1%	0.5%	0.6%
Attendance rate	95.2%	Up from 94.1%	96.3%	96.2%
Served by gifted and talented program	23.0%	Up from 18.5%	23.0%	19.4%
With disabilities	10.7%	Up from 10.4%	11.9%	12.8%
Older than usual for grade	3.6%	Down from 3.8%	3.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Up from 3.4%	0.5%	0.4%
Annual dropout rate	0.6%	No change	0.0%	0.0%
Teachers (n = 60)				
Teachers with advanced degrees	51.7%	Up from 46.7%	60.0%	61.3%
Continuing contract teachers	63.3%	Down from 70.0%	80.0%	75.9%
Teachers returning from previous year	82.7%	Up from 81.9%	87.1%	85.4%
Teacher attendance rate	96.3%	Up from 93.5%	95.6%	95.2%
Average teacher salary*	\$45,141	Down 0.9%	\$47,991	\$47,081
Classes not taught by highly qualified teachers	0.0%	No change	3.5%	5.8%
Professional development days/teacher	10.1 days	Down from 11.3 days	12.0 days	10.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	24.7 to 1	Up from 23.9 to 1	22.6 to 1	21.5 to 1
Prime instructional time	89.3%	Up from 85.6%	90.7%	90.1%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	99.6%	99.0%
Character development program	Good	No change	Good	Good
Dollars spent per pupil**	\$5,529	Down 6.2%	\$7,102	\$7,616
Percent of expenditures for instruction**	62.8%	Down from 64.0%	63.0%	62.0%
Percent of expenditures for teacher salaries**	62.2%	Down from 63.0%	61.9%	61.3%
ESEA composite index score	86.9	Down from 92.1	82.6	77.9

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	64	310	185
Percent satisfied with learning environment	75.0%	68.1%	86.5%
Percent satisfied with social and physical environment	90.7%	68.5%	87.3%
Percent satisfied with school-home relations	67.2%	82.2%	67.9%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

DuBose Middle School is located in the northern part of the district in the Knightsville area. The mission of DuBose Middle School is to provide a safe environment where all students can learn at their highest level. Our vision is to provide each of our students with the skills necessary to become productive citizens through the provision of a nurturing environment with rigorous and relevant learning, and to provide an environment where staff, parents and community work together to provide challenges and opportunities for each student to reach their full potential. DMS received an absolute rating of Good on the 2013 school report card. This year the student body demonstrated their academic abilities during the SPAWAR Dimension U Math competition, Math Counts, Low Country Quest Competitions, Quiz Bowl, spelling bees, Storm the Citadel Trebuchet Competition, and other academic competitions. Our band and chorus received superior ratings in statewide competitions. Our steel drum band is the largest middle school steel band among public schools in the nation. They received a superior rating and 1st place in the middle school steel drum category at the Music USA Festival in Orlando, Florida. Our athletic teams continued to excel as the runners-up in district playoffs in volleyball, baseball, wrestling and softball. ¶

DMS continues to try to close achievement gaps in all academic areas. Analysis of our 2013 SCPASS scores and other assessment data shows that our students are progressing. We use the Scholastic Read 180 program in all grades to address the needs of struggling readers and the Do the Math Now curriculum for those struggling in math. Instructional technology is used with SMART Boards, wireless laptops, MP3 players, iPods and computer labs. We also use the Compass Learning Program and Insiders Courtyard tutoring to assist students to achieve at their own pace. Assessment data is used to identify areas of students’ strengths and deficiencies. We continued to communicate with parents by utilizing the web-based Parent Portal in Power School. Parents can access students’ grades, attendance, discipline and other student information through this system. ParentLink communication system and weekly classroom and homework agendas are also used to keep parents informed and involved in their students’ learning. The school website, parent focus meetings, and a text messenger service are used to address the challenges of home-to-school relations. Teacher professional development continues to focus on best instructional practices that include differentiated instruction, explicit direct instruction, Target Teach, and ENI formatted lesson plans to help address the varied needs of our students. Implementation of technology initiatives and differentiated instructional practices were a continued focus of our staff development this school year. The DMS faculty, staff and students continue to show their P.R.I.D.E. every day.¶

Christie O’Rear, Principal Pennie Folden, S.I.C. Chairperson

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