



North District Middle

507 Tillman Avenue
Varnville, SC 29944

Grades	7-8 Middle School	
Enrollment	420 Students	
Principal	Mark D. Dean, Sr.	803-943-3507
Superintendent	Dr. Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mr. Eugene Jenkins, Jr.	803-943-0547

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

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

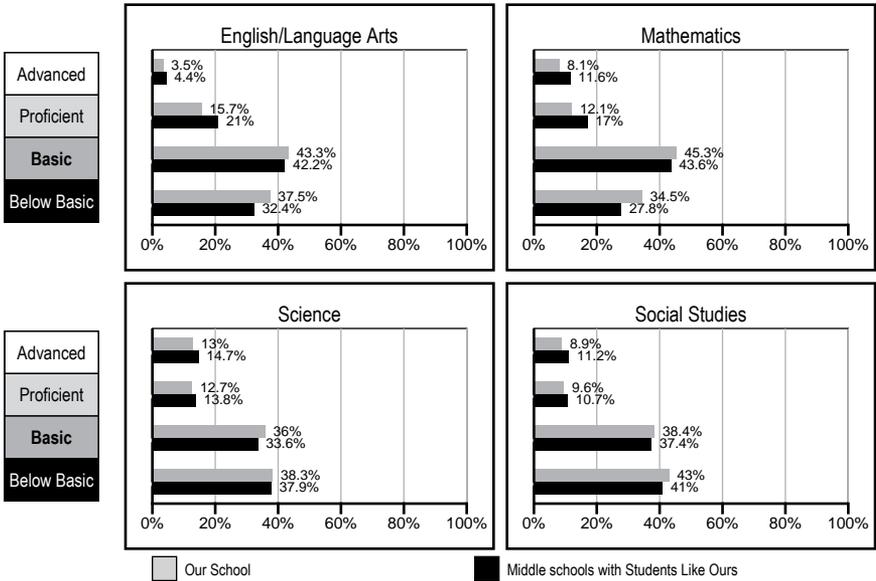
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	28	5

* 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	92.5	96.9
English 1	82.7	94.5
Physical Science	0	66.7
All Subjects	86.6	95.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=420)				
Students enrolled in high school credit courses (grades 7 & 8)	19.3%	Down from 68.9%	15.8%	19.4%
Retention rate	1.2%	Down from 1.6%	1.9%	1.8%
Attendance rate	93.6%	Down from 94.4%	95.7%	95.8%
Eligible for gifted and talented	10.1%	Up from 8.4%	11.8%	15.3%
With disabilities other than speech	8.7%	Up from 7.4%	14.2%	12.9%
Older than usual for grade	5.5%	Up from 1.9%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.7%	Down from 15.2%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 51.9%	52.5%	55.0%
Continuing contract teachers	86.7%	Down from 92.6%	69.2%	70.6%
Teachers with emergency or provisional certificates	6.9%	Up from 4.0%	6.8%	5.4%
Teachers returning from previous year	85.8%	Up from 84.2%	81.2%	83.4%
Teacher attendance rate	85.9%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$46,316	Up 13.0%	\$44,087	\$44,706
Professional development days/teacher	10.2 days	Up from 8.5 days	11.6 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 26.3 to 1	19.7 to 1	20.1 to 1
Prime instructional time	76.3%	Down from 87.8%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	98.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,191	Up 15.0%	\$6,872	\$7,097
Percent of expenditures for instruction*	61.1%	Up from 59.9%	65.8%	64.4%
Percent of expenditures for teacher salaries*	53.3%	Down from 56.1%	60.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

North District Middle School continued to focus on our literacy initiatives with school wide reading of novels. Students took part in writing activities in the core subject areas that included journals and exit slips, where students responded to focus questions in complete sentences. Technology integration was a major focus for NDMS. Additionally, students were exposed to instruction using promethean boards and research opportunities using various content-related websites and PowerPoint usage. Our connection with parents and community was enhanced by the inclusion of family nights as well as volunteer and communication initiatives. Focus on the contributions of our parents and community was recognized with the recruitment of volunteers from volunteer applications and the addition of a Fundraising/Volunteer Coordinator.

The fine arts programs enjoyed an outstanding school year. Students received numerous awards in Band that consisted of All-Region, All State, and All Southern Region. Our band also received Superior and Excellent ratings at the Solo and Ensemble festivals and first place awards at Band competitions. The chorus and drama programs enjoyed outstanding experiences for their participation in a choral festivals and our school play, The Ransom. Our visual arts programs were recognized with a 3rd place winner in the Savannah River Site Poster contest, a 1st place regional, state and 2nd place winner in the EEDA Career Poster contest, and a 1st place winner in the SC regional Industry Poster contest.

NDMS athletic programs had another outstanding year as well. They began the year with championship, undefeated seasons in football (8-0) and volleyball (12-0). The success continued with championship seasons in boys and girls basketball with teams that finished the season 17-1 and 16-2. Overall, our athletic programs won 85% of their contests. Once again NDMS participated in fundraising activities for others in need. Relay for Life, St. Judes Hospital, and members of our own school family were among the initiatives we supported

Mark D. Dean, Sr., Principal
Larry Kea, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	179	57
Percent satisfied with learning environment	52.9%	60.7%	69.1%
Percent satisfied with social and physical environment	52.9%	66.3%	55.4%
Percent satisfied with school-home relations	29.4%	79.8%	66.7%

* 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 10 out of 19 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	2.9%	0.0%	No
Student attendance rate	93.6%	94.0%	No

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	417	100	34.8	46.5	16.2	2.5	30.1	36.9	48.2	No	Yes
Gender											
Male	222	100	43.7	43.7	12.1	0.5	22.3	30.8	41.7	N/A	N/A
Female	195	100	24.6	49.7	20.9	4.8	39	44.1	55	N/A	N/A
Racial/Ethnic Group											
White	177	100	27.9	46.5	20.3	5.2	37.8	43.8	60	No	Yes
African American	237	100	40.5	46.3	12.8	0.4	23.8	30.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	42	100	94.6	5.4	0	0	2.7	5	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	61.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	276	100	40.9	46.2	11.7	1.1	21.2	28	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	417	100	34.6	47	12.2	6.2	27.9	34.6	45.8	No	Yes
Gender											
Male	222	100	39.1	42.8	12.6	5.6	28.8	34.7	45.6	N/A	N/A
Female	195	100	29.4	51.9	11.8	7	26.7	34.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	177	100	25.6	46.5	16.9	11	41.9	45.4	59	No	Yes
African American	237	100	41.9	47.1	8.4	2.6	16.3	24.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	42	100	78.4	18.9	2.7	0	5.4	8.4	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	276	100	40.9	47.7	9.1	2.3	19.3	25.7	31.4	No	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
Science											
All Students	311	100	38.3	36	12.7	13	25.7	26.2	35.7	93.6	95.3
Gender											
Male	165	100	41.9	29.4	15	13.8	28.8	28.5	37.4	93.1	95
Female	146	100	34.3	43.6	10	12.1	22.1	23.4	33.8	94.2	95.7
Racial/Ethnic Group											
White	125	100	32.8	31.1	15.6	20.5	36.1	36.8	49.2	93.2	94.7
African American	184	100	42.6	39.8	10.8	6.8	17.6	17	17	93.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.8	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.2
Disability Status											
Disabled	34	100	87.1	9.7	3.2	0	3.2	4.9	14	89.6	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.4	96.9
Socio-Economic Status											
Subsided meals	200	100	47.9	36.5	11.5	4.2	15.6	17.8	21.1	92.9	94.9
Social Studies											
All Students	313	100	43	38.4	9.6	8.9	18.5	21.4	34	93.6	95.3
Gender											
Male	163	100	42	36.9	11.5	9.6	21	23.5	36.6	93.1	95
Female	150	100	44.1	40	7.6	8.3	15.9	18.9	31.3	94.2	95.7
Racial/Ethnic Group											
White	136	100	33.6	42	10.7	13.7	24.4	28.9	44.5	93.2	94.7
African American	174	100	51.2	36.3	7.7	4.8	12.5	13.4	19.1	93.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.8	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.2
Disability Status											
Disabled	26	100	95.5	4.5	0	0	0	5.5	14.4	89.6	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.4	96.9
Socio-Economic Status											
Subsided meals	206	100	54.1	36.7	6.1	3.1	9.2	13.1	21	92.9	94.9

* 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*
English/Language Arts								
2007	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	203	100	36.8	43.2	17.4	2.6	20
	8	220	100	35.2	48.6	14.3	1.9	16.2
2008	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	207	100	32.5	46	19.5	2	21.5
	8	210	100	37.1	47	12.9	3	15.8
Mathematics								
2007	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	203	100	32.1	48.4	12.1	7.4	19.5
	8	220	100	39.5	42.9	13.8	3.8	17.6
2008	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	207	100	28.5	46.5	16	9	25
	8	210	100	40.6	47.5	8.4	3.5	11.9
Science								
2007	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	203	100	38.4	33.7	15.8	12.1	27.9
	8	112	100	46.7	35.5	14	3.7	17.8
2008	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	207	100	30.5	38	15	16.5	31.5
	8	104	100	54	32	8	6	14
Social Studies								
2007	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	203	100	42.6	42.1	7.4	7.9	15.3
	8	108	100	36.9	48.5	9.7	4.9	14.6
2008	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	207	100	47	31.5	9.5	12	21.5
	8	106	100	35.3	52	9.8	2.9	12.7

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