

NORTH DISTRICT MIDDLE

507 Tillman Avenue
Varnville, SC 29944

Grades	7-8 Middle School	
Enrollment	403 Students	
Principal	Dr. Mark D. Dean, Sr.	803-943-3507
Superintendent	Douglas McTeer	803-943-4576
Board Chair	Mrs. Hannah B. Priestler	803-943-4621

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

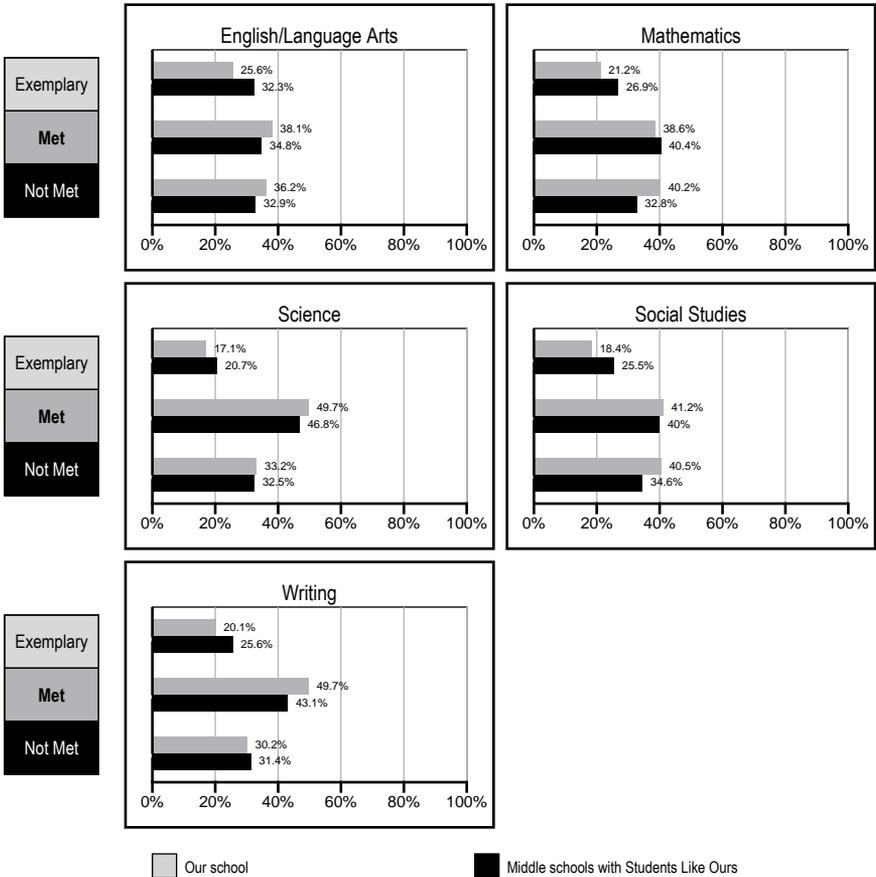
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	46	3	0

* 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	91.1%	96.5%
English 1	98.7%	97.5%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	95.5%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=403)				
Students enrolled in high school credit courses (grades 7 & 8)	47.4%	Up from 21.6%	21.4%	24.2%
Retention rate	0.2%	Up from 0.0%	0.7%	0.7%
Attendance rate	94.8%	Up from 94.7%	95.6%	95.9%
Eligible for gifted and talented	13.1%	Up from 12.1%	16.7%	16.4%
With disabilities other than speech	6.5%	Down from 7.3%	13.7%	12.0%
Older than usual for grade	4.2%	Up from 1.8%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 4.4%	0.5%	0.5%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Up from 56.7%	55.6%	58.5%
Continuing contract teachers	92.6%	Up from 86.7%	81.0%	80.0%
Teachers with emergency or provisional certificates	7.4%	Up from 6.9%	4.0%	4.0%
Teachers returning from previous year	88.4%	Down from 90.9%	84.3%	84.6%
Teacher attendance rate	95.3%	Up from 94.5%	95.2%	95.4%
Average teacher salary*	\$46,690	Down 0.1%	\$45,418	\$46,561
Professional development days/teacher	8.1 days	Up from 7.4 days	10.8 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	22.3 to 1	Up from 19.5 to 1	21.4 to 1	21.1 to 1
Prime instructional time	88.3%	Up from 87.9%	89.9%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 99.4%	98.0%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$8,027	Up 5.6%	\$7,733	\$7,802
Percent of expenditures for instruction**	61.0%	Down from 61.1%	63.4%	63.8%
Percent of expenditures for teacher salaries**	55.0%	Up from 54.9%	60.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

This school year the dedication and effort of the North District Middle School (NDMS) faculty, staff and students was acknowledged with a significant increase in student achievement. For the first time, NDMS was recognized as a school meeting Adequate Yearly Progress (AYP). This status was indicative of a higher report card rating of Average, a growth rating advancing two levels, and 7th grade English/Language Arts and Science scores that exceeded the state average.

Our effort to promote the learning process was accented by MAP (Measures of Academic Progress). Planning and decisions for effective classroom instruction occurred using MAP data, and most recent MAP test scores indicated what we firmly expect on the state testing, Palmetto Assessment of State Standards(PASS).

Students were given numerous incentives for their performance in the classroom and on state testing. More than half of our students were recognized for academic achievement with various incentive items such as "Wolverine" cards to redeem for free merchandise or events and gift certificates from businesses and community members. Students scoring Exemplary on all subject areas or Exemplary in all but one subject area on PASS were given monetary awards and/or an amusement park field trip.

The conduct of our students continued to improve. Expectations for behavior were consistently communicated and monitored. Students were exposed to several activities to congratulate them for their behavior such as dress down days, treats and movie days.

In our second year of a school uniform policy, NDMS further experienced its productive impact. Nearly all students were dressed in appropriate uniforms daily, with typically a belt being the only disconformity to appear, if at all. Situations evolving from student dress or appearance that could disrupt the school setting were not a significant issue. The success NDMS enjoyed during the initial year lead to the implementation of a district wide uniform policy.

The accomplishments of our extracurricular activities was highlighted by our football team having another undefeated season, which resulted in an unprecedented 3 consecutive undefeated seasons. The football, volleyball and basketball teams won region championships once again. Our fine arts programs enjoyed success with students winning band competitions and receiving all region band honors. The chorus and drama programs participated in a festival chorus and the play, "Beauty and the Beast," and students in the visual arts program were commended for their talent with a numerous art awards.

NDMS again had very successful fundraising efforts. More than \$4300.00 were raised to benefit Relay for Life and Saint Jude's Research and the entire school community participated in donating various items to support the Haitian Relief effort. The contributions of our parents and community were instrumental to the success of our school initiatives.

Josie Anderson, SIC Chairperson
 Dr. Mark D. Dean, Sr., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	171	59
Percent satisfied with learning environment	89.7%	63.2%	72.4%
Percent satisfied with social and physical environment	89.7%	62.6%	61.0%
Percent satisfied with school-home relations	55.2%	77.6%	59.6%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	94.8%	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 = 58.8% (Met or Exemplary)

All Students	404	99.8	37	38.1	24.9	75.4	79.5	83.5	Yes	Yes
Gender										
Male	210	100	41.3	38.8	19.9	68.2	73.8	80.1	N/A	N/A
Female	194	99.5	32.4	37.3	30.3	83.2	85.3	87	N/A	N/A
Racial/Ethnic Group										
White	180	99.4	29.2	36.3	34.5	83.6	83.1	89.6	Yes	Yes
African American	216	100	43.1	39.7	17.2	69.4	76.6	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	63.6	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	31	100	83.3	10	6.7	26.7	39	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	263	99.6	44	38.8	17.2	69.2	75.6	76.9	Yes	Yes

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

All Students	404	99.8	41.5	41.2	17.4	72	75.3	80.4	Yes	Yes
Gender										
Male	210	100	42.8	42.8	14.4	69.7	72.4	78.4	N/A	N/A
Female	194	99.5	40	39.5	20.5	74.6	78.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	180	99.4	32.2	43.3	24.6	78.4	82.5	87.8	Yes	Yes
African American	216	100	50.2	38.8	11	66	68.6	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	31	100	N/A	N/A	N/A	23.3	31	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	263	99.6	50.8	38.4	10.8	64.8	70.6	72.8	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	311	100	33	49.8	17.2	67	60.5	67.3
Gender								
Male	165	100	34.2	50.6	15.2	65.8	58.6	66.9
Female	146	100	31.7	48.9	19.4	68.3	62.3	67.7
Racial/Ethnic Group								
White	134	100	19.5	54.7	25.8	80.5	71.6	79.6
African American	171	100	44.5	45.7	9.8	55.5	49.9	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	24	100	75	20.8	4.2	25	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	100	58.6
Socio-Economic Status								
Subsidized meals	205	100	41.5	48.2	10.3	58.5	52.6	55.4
Social Studies								
All Students	305	100	40.5	41.2	18.4	59.5	64.8	70.9
Gender								
Male	160	100	41.2	37.9	20.9	58.8	60.4	70.1
Female	145	100	39.7	44.7	15.6	60.3	69.5	71.7
Racial/Ethnic Group								
White	139	100	31.1	47	22	68.9	70.3	79.2
African American	161	100	47.1	37.6	15.3	52.9	60.1	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	22	100	71.4	19	9.5	28.6	25.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.5	68
Socio-Economic Status								
Subsidized meals	191	100	49.2	37.7	13.1	50.8	59.3	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	406	98.8	29.4	50.3	20.3	70.6	68.8	72.1	94.8	95.7
Gender										
Male	212	98.1	39.2	46.7	14.1	60.8	59.9	65.2	94.6	95.6
Female	194	99.5	18.9	54.1	27	81.1	77.9	79.2	95.1	95.9
Racial/Ethnic Group										
White	179	97.8	27.4	44.6	28	72.6	71.3	80.8	93.7	94.9
African American	219	99.5	31.4	54.8	13.8	68.6	66.2	59.7	95.8	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	64.6	92.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	30	93.3	N/AV	N/AV	N/AV	14.8	13.8	27.7	93.2	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	88.2	63.7	96.6	96.9
Socio-Economic Status										
Subsidized meals	262	98.1	35.4	54.5	10.2	64.6	64.8	61.9	94.2	95.5

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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							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	29.5	38.3	32.2	70.5
	8	197	100	35.4	46	18.5	64.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	214	99.5	31	41.4	27.6	69
	8	190	100	43.7	34.4	21.9	56.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	36.6	46.4	16.9	63.4
	8	197	100	38.1	47.1	14.8	61.9
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	0	N/A	N/A	N/A	N/A	N/A
	7	214	99.5	40.4	41.4	18.2	59.6
	8	190	100	42.6	41	16.4	57.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	26.8	55.7	17.5	73.2
	8	99	100	51.1	35.1	13.8	48.9
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	0	N/A	N/A	N/A	N/A	N/A
	7	213	100	25.5	54.9	19.6	74.5
	8	98	100	49.5	38.7	11.8	50.5

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	45.9	35.5	18.6	54.1
	8	98	100	30.5	45.3	24.2	69.5
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	0	N/A	N/A	N/A	N/A	N/A
	7	213	100	44.1	39.2	16.7	55.9
	8	92	100	32.2	45.6	22.2	67.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	193	99.5	33.5	48.9	17.6	66.5
	8	196	100	31.2	50.8	18	68.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	213	99.1	27.7	51	21.3	72.3
	8	193	98.5	31.3	49.5	19.2	68.7

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