

## North High

692 Cromer Avenue  
North, SC 29112

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	321 Students	
<b>Principal</b>	Alvin D. Pressley	803-247-2541
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Good*</b>
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

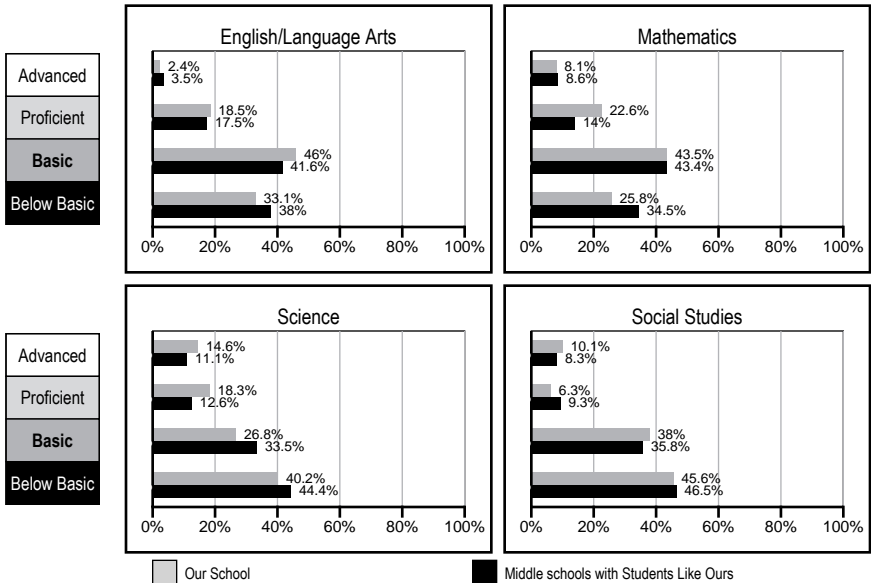
96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

\* 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	100.0	94.0
English 1	100.0	94.2
Physical Science	0	0
All Subjects	100.0	92.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=321)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	9.5%	Up from 0.0%	13.9%	19.4%
Retention rate	3.9%	Down from 4.1%	3.1%	1.8%
Attendance rate	92.8%	Down from 93.7%	95.3%	95.8%
Eligible for gifted and talented	5.6%	Up from 1.5%	10.8%	15.3%
With disabilities other than speech	18.8%	Down from 20.1%	13.9%	12.9%
Older than usual for grade	10.6%	Up from 7.6%	5.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 16.2%	0.8%	0.7%
Annual dropout rate	1.0%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	48.4%	Up from 43.8%	53.6%	55.0%
Continuing contract teachers	61.3%	Down from 68.8%	61.3%	70.6%
Teachers with emergency or provisional certificates	12.0%	Up from 7.7%	11.4%	5.4%
Teachers returning from previous year	81.3%	Up from 74.1%	78.4%	83.4%
Teacher attendance rate	96.8%	Down from 97.2%	94.9%	94.9%
Average teacher salary	\$45,626	Up 1.8%	\$44,651	\$44,706
Professional development days/teacher	8.0 days	Up from 3.6 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.5 to 1	18.9 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 89.8%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.4%	Down from 97.2%	95.6%	98.0%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$10,489	Up 15.4%	\$7,585	\$7,097
Percent of expenditures for instruction*	59.0%	Down from 61.0%	63.8%	64.4%
Percent of expenditures for teacher salaries*	41.2%	Down from 55.5%	59.0%	59.4%

\* 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

North High School serves the North area of Orangeburg County as a 6 – 12 middle/high school with an enrollment of approximately 340 students. We have a student body that is very diverse in culture, with 65 percent African-American, 33 percent white, and 2 percent of Hispanic heritage. The faculty is comprised of dedicated educators who strive to provide all students with the best academic experience possible. The educators set and maintain the highest levels of expectations and provide the needed support to assist each student in achieving his or her highest level of academic success. We are committed and truly believe that every child can be successful.

Proper preparation for higher education and careers are goals of the school. The school encourages all students to prepare for post-secondary education. We also prepare students for vocational careers by providing instruction through partnership with Orangeburg Consolidated School District Five's Technology Center. In recent years, we have experienced significant increases on the Palmetto Achievement Challenge Test (PACT) in both English/Language arts and mathematics. We have been recognized for SAT improvement of more than 156 points. Additionally, we were the Palmetto Gold Award recipient in 2002, 2004, 2005, and Palmetto Silver Award recipient in 2003. We met Adequate Yearly Progress in 2005.

North Middle High School is a Making Middle Grades Work (MMGW) and High Schools That Work (HSTW) site. All teachers are trained in the utilization of "best practices" to increase the academic success of each student. Students participate in the Accelerated Reader Program, Accelerated Math Program, and Academy of Reading to increase literacy and numeracy achievement levels. We believe in utilizing the most appropriate teaching strategies and infusing technology into the curriculum to capture and inspire our students.

North Middle High School is a State Department of Education Red Carpet Award Winner and a Palmetto Gold Showcase School for our excellence in customer service and our outstanding test scores among children living at the poverty level. We have instituted a community mentoring program to assist at-risk youth with becoming successful in today's school setting. We are proud of all of our accomplishments we have achieved and will continue to work hard everyday to reach higher levels of success.

Alvin D. Pressley, Principal  
Thomas Pearson, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	34	19
Percent satisfied with learning environment	91.2%	73.5%	68.4%
Percent satisfied with social and physical environment	91.2%	73.5%	68.4%
Percent satisfied with school-home relations	44.1%	88.2%	61.1%

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

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 Adequate Yearly Progress

YES

This school met 5 out of 5 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	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	92.8%	94.0%	No

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	138	98.6	32	44.8	18.4	4.8	34.4	35	48.2	Yes	Yes
<b>Gender</b>											
Male	76	98.7	40	41.4	14.3	4.3	25.7	29.1	41.7	N/A	N/A
Female	62	98.4	21.8	49.1	23.6	5.5	45.5	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	60	96.7	26.4	45.3	24.5	3.8	41.5	46	60	I/S	I/S
African American	77	100	35.2	45.1	14.1	5.6	29.6	33.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	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
<b>Disability Status</b>											
Disabled	36	94.4	54.8	35.5	0	9.7	9.7	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	98	98	41.9	44.2	11.6	2.3	22.1	30.7	34	I/S	I/S

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	138	98.6	24.8	42.4	22.4	10.4	43.2	29	45.8	Yes	Yes
<b>Gender</b>											
Male	76	98.7	25.7	38.6	21.4	14.3	44.3	27.4	45.6	N/A	N/A
Female	62	98.4	23.6	47.3	23.6	5.5	41.8	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	60	96.7	20.8	35.8	30.2	13.2	56.6	43.3	59	I/S	I/S
African American	77	100	26.8	47.9	16.9	8.5	33.8	27.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	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
<b>Disability Status</b>											
Disabled	36	94.4	48.4	32.3	6.5	12.9	22.6	13.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	98	98	31.4	46.5	17.4	4.7	32.6	25.4	31.4	I/S	I/S

\* 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
<b>Science</b>											
All Students	91	98.9	39.8	26.5	18.1	15.7	33.7	22	35.7	94.2	96
<b>Gender</b>											
Male	45	97.8	32.5	25	15	27.5	42.5	23.5	37.4	94	95.8
Female	46	100	46.5	27.9	20.9	4.7	25.6	20.5	33.8	94.3	96.2
<b>Racial/Ethnic Group</b>											
White	44	97.7	25.6	25.6	20.5	28.2	48.7	36.6	49.2	93.6	94.6
African American	47	100	52.3	27.3	15.9	4.5	20.5	20.1	17	94.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	87.8	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
<b>Disability Status</b>											
Disabled	24	95.8	61.9	28.6	4.8	4.8	9.5	8.1	14	90.7	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	N/A	94
<b>Socio-Economic Status</b>											
Subsided meals	66	98.5	50.8	30.5	13.6	5.1	18.6	18.7	21.1	92.9	95.8
<b>Social Studies</b>											
All Students	89	98.9	44.4	37	6.2	12.3	18.5	24.2	34	94.2	96
<b>Gender</b>											
Male	54	98.2	39.2	41.2	3.9	15.7	19.6	25.8	36.6	94	95.8
Female	35	100	53.3	30	10	6.7	16.7	22.4	31.3	94.3	96.2
<b>Racial/Ethnic Group</b>											
White	38	97.4	40	37.1	11.4	11.4	22.9	30.5	44.5	93.6	94.6
African American	50	100	46.7	37.8	2.2	13.3	15.6	23.5	19.1	94.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	87.8	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
<b>Disability Status</b>											
Disabled	23	95.7	68.4	21.1	0	10.5	10.5	9.8	14.4	90.7	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	94
<b>Socio-Economic Status</b>											
Subsided meals	63	98.4	56.4	36.4	1.8	5.5	7.3	20.9	21	92.9	95.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	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	52	100	51.1	38.3	10.6	0	10.6
	7	52	98.1	51	34.7	14.3	0	14.3
	8	52	100	48	50	2	0	2
<b>2008</b>	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	43	100	27.5	45	20	7.5	27.5
	7	45	97.8	29.3	48.8	17.1	4.9	22
	8	50	98	38.6	40.9	18.2	2.3	20.5
<b>Mathematics</b>								
<b>2007</b>	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	52	100	40.4	42.6	14.9	2.1	17
	7	52	98.1	22.4	57.1	8.2	12.2	20.4
	8	52	100	50	48	2	0	2
<b>2008</b>	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	43	100	25	30	30	15	45
	7	45	97.8	24.4	39	22	14.6	36.6
	8	50	98	25	56.8	15.9	2.3	18.2
<b>Science</b>								
<b>2007</b>	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	26	100	58.3	20.8	12.5	8.3	20.8
	7	52	98.1	57.1	22.4	8.2	12.2	20.4
	8	26	100	65.4	26.9	7.7	0	7.7
<b>2008</b>	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	22	100	50	15	25	10	35
	7	44	97.7	37.5	27.5	17.5	17.5	35
	8	25	100	34.8	34.8	13	17.4	30.4
<b>Social Studies</b>								
<b>2007</b>	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	27	100	50	31.8	9.1	9.1	18.2
	7	52	98.1	63.3	26.5	6.1	4.1	10.2
	8	26	100	66.7	33.3	0	0	0
<b>2008</b>	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	21	100	25	50	5	20	25
	7	44	97.7	57.5	27.5	2.5	12.5	15
	8	24	100	38.1	42.9	14.3	4.8	19

Abbreviations for Missing Data

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