

North District Middle

507 Tillman Avenue
Varnville, SC 29944

Grades	7-8 Middle School	
Enrollment	389 Students	
Principal	Mark D. Dean, Sr.	803-943-3507
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

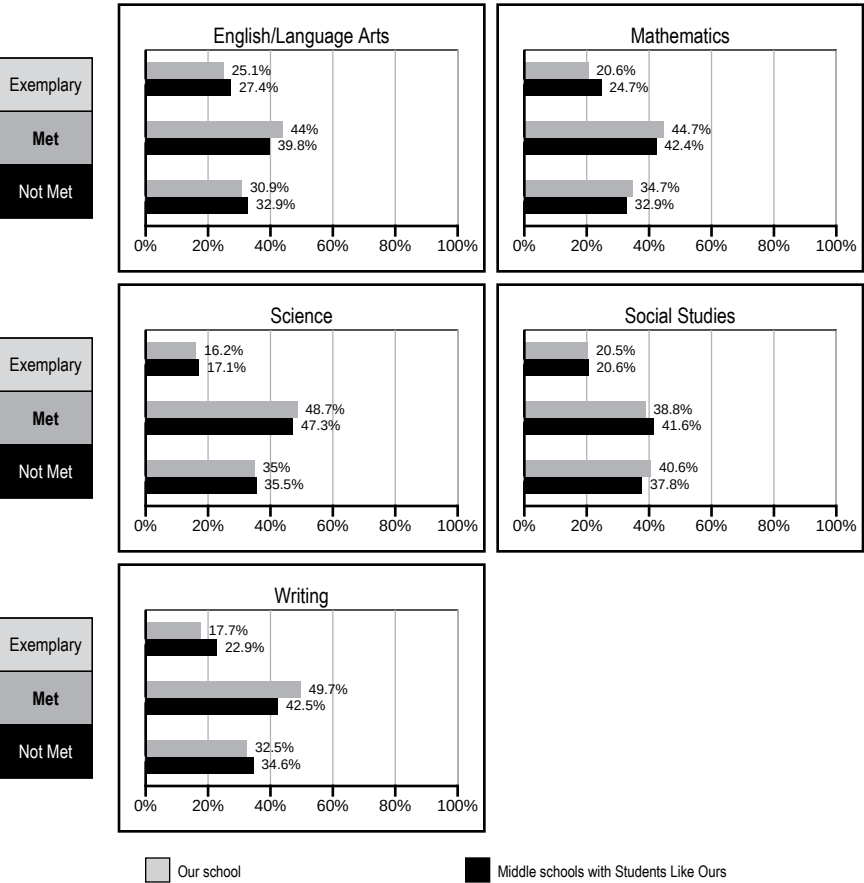
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	5	0

* Ratings are calculated with data available by 06/01/2010.

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	97.1%	97.1%
English 1	95.8%	95.9%
Physical Science	N/A	94.3%
US History and the Constitution	N/A	N/A
All Subjects	96.4%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=389)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Up from 19.3%	19.3%	21.6%
Retention rate	0.0%	Down from 1.2%	1.3%	1.2%
Attendance rate	94.7%	Up from 93.6%	95.6%	95.9%
Eligible for gifted and talented	12.1%	Up from 10.1%	15.3%	14.8%
With disabilities other than speech	7.3%	Down from 8.7%	13.6%	12.6%
Older than usual for grade	1.8%	Down from 5.5%	3.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.4%	Down from 10.7%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Down from 60.0%	53.9%	56.9%
Continuing contract teachers	86.7%	No Change	73.0%	72.7%
Teachers with emergency or provisional certificates	6.9%	No Change	4.8%	5.3%
Teachers returning from previous year	90.9%	Up from 85.8%	82.4%	82.9%
Teacher attendance rate	94.5%	Up from 85.9%	95.3%	95.2%
Average teacher salary*	\$46,715	Up 0.9%	\$45,822	\$46,599
Professional development days/teacher	7.4 days	Down from 10.2 days	9.8 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 21.6 to 1	20.1 to 1	20.1 to 1
Prime instructional time	87.9%	Up from 76.3%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 99.8%	98.4%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,602	Up 5.7%	\$7,602	\$7,645
Percent of expenditures for instruction**	61.1%	No Change	64.2%	63.4%
Percent of expenditures for teacher salaries**	54.9%	Up from 53.3%	57.7%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The academic performance of our students has continued to heighten. Signs of this were marked by a significant increase in test scores on Measures of Academic Performance (MAP) and commendable gains in classroom performances.

The academic efforts of our students were rewarded with items from local businesses and academic incentive "Wolverine" cards. Students scoring Proficient/Advanced on all subject areas of PACT were awarded a cash award and a trip to Carowinds Amusement Park. Student conduct was recognized as well with behavior incentives. Those with no behavior referrals were invited to events such as movie days, and students' random acts of kindness were recognized with a "praise box."

This year marked the beginning of two significant initiatives for NDMS. First, a school uniform policy was initiated. On day one of this policy, we saw more than 95% of our students in compliance. Students were dressed for success as disciplinary infractions linked to student dress decreased, while affording more time for the administration to directly devote to teaching and learning. Second, our 8th grade students were further exposed to the world of work with Pre-Career and Technology classes. All 8th grade students explored the 16 career clusters using lab management software. They engaged in interactive activities that integrated academics with job skills.

Student performances in extracurricular activities continued to represent our school well. The success of the arts programs was recognized by a number of region band honorees and visual art award recipients. The NDMS Chorus and Gospel Chorus had many outstanding performances throughout the school year, and the drama department conducted another successful play with a presentation of Romeo and Juliet. In athletics, the football and volleyball teams once again enjoyed conference championship seasons with undefeated records. The boys and girls basketball teams won conference championships, and the baseball and softball teams won more than 90% of their games. Additionally, several of our students enjoyed success as high school track team members.

The NDMS family was again very successful in its fundraising efforts to benefit causes like Relay for Life and Saint Jude's Research. The contributions of many helped to raise more than \$4000. Additionally, parents and community members assisted us in providing various school programs and activities.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	181	62
Percent satisfied with learning environment	78.6%	63.3%	67.2%
Percent satisfied with social and physical environment	85.7%	65.2%	58.3%
Percent satisfied with school-home relations	64.3%	82.8%	72.1%

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

Abbreviations for Missing Data

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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	389	100	32.5	42.2	25.3	76.3	77.7	82.8	Yes	Yes
Gender										
Male	185	100	35	40	25	72.8	73.7	79.3	N/A	N/A
Female	204	100	30.2	44.3	25.5	79.7	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	166	100	26.4	41.5	32.1	81.8	80.2	89.5	Yes	Yes
African American	216	100	37.4	42.7	19.9	72.3	75.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	30	100	82.1	14.3	3.6	17.9	36.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	249	100	39.1	40.8	20.2	70.8	73.7	75.5	Yes	Yes

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

All Students	389	100	37.4	46.8	15.9	74.5	72	78.9	Yes	Yes
Gender										
Male	185	100	37.8	45.6	16.7	73.9	68.7	77	N/A	N/A
Female	204	100	37	47.9	15.1	75	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	166	100	27	51.6	21.4	81.8	78.3	87.2	Yes	Yes
African American	216	100	46.1	42.7	11.2	68.4	66.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	30	100	82.1	14.3	3.6	25	37.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	249	100	45.5	44.2	10.3	68.7	65.8	70.2	Yes	Yes

* 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

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	291	100	35	48.7	16.2	65	60.4	67.5
Gender								
Male	132	100	37.2	45.7	17.1	62.8	60.6	67
Female	159	100	33.1	51.4	15.5	66.9	60.2	68
Racial/Ethnic Group								
White	129	100	28.2	48.4	23.4	71.8	69.4	79.5
African American	156	100	42.2	49	8.8	57.8	51	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	18.2	30.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	190	100	44.1	45.8	10.2	55.9	52	55.1

Social Studies								
All Students	290	100	40.6	38.8	20.5	59.4	64.9	72.3
Gender								
Male	148	100	39.6	37.5	22.9	60.4	64.1	71.5
Female	142	100	41.8	40.3	17.9	58.2	65.8	73.2
Racial/Ethnic Group								
White	125	100	33.6	35.3	31.1	66.4	71.5	80.7
African American	160	100	46.1	41.6	12.3	53.9	60	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	23	100	81	14.3	4.8	19	33.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	186	100	47.4	40.6	12	52.6	59.8	62.1

Abbreviations for Missing Data

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

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	389	99.7	32.3	49.9	17.8	67.7	64.8	70.2	94.7	95.9
Gender										
Male	186	99.5	40.8	43.6	15.6	59.2	56.1	63.2	94.6	95.7
Female	203	100	24.5	55.7	19.8	75.5	73.6	77.5	94.8	96
Racial/Ethnic Group										
White	167	99.4	29.7	49.4	20.9	70.3	67.8	79.1	93.4	94.9
African American	215	100	34.5	51	14.6	65.5	62.1	57.6	95.6	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.1	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	62.6	97.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	87.5	87.5
Disability Status										
Disabled	29	96.6	N/AV	N/AV	N/AV	14.8	13.8	26.1	93.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	64.3	61.2	97	96.8
Socio-Economic Status										
Subsidized meals	247	99.6	39.1	50	10.9	60.9	58.3	58.9	94.3	95.7

Abbreviations for Missing Data

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

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
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
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
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
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

Abbreviations for Missing Data

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