NORTH DISTRICT MIDDLE

507 Tillman Avenue
Varnville, SC 29944

Grades	7-8 Middle School	
Enrollment	415 Students	
Principal	Dr. Mark D. Dean, Sr.	803-943-3507
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs.Libby Murdaugh	803-943-2814

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

http://ed.sc.gov
http://.eoc.sc.gov

NORTH DISTRICT MIDDLE 11/09/11-2501008

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

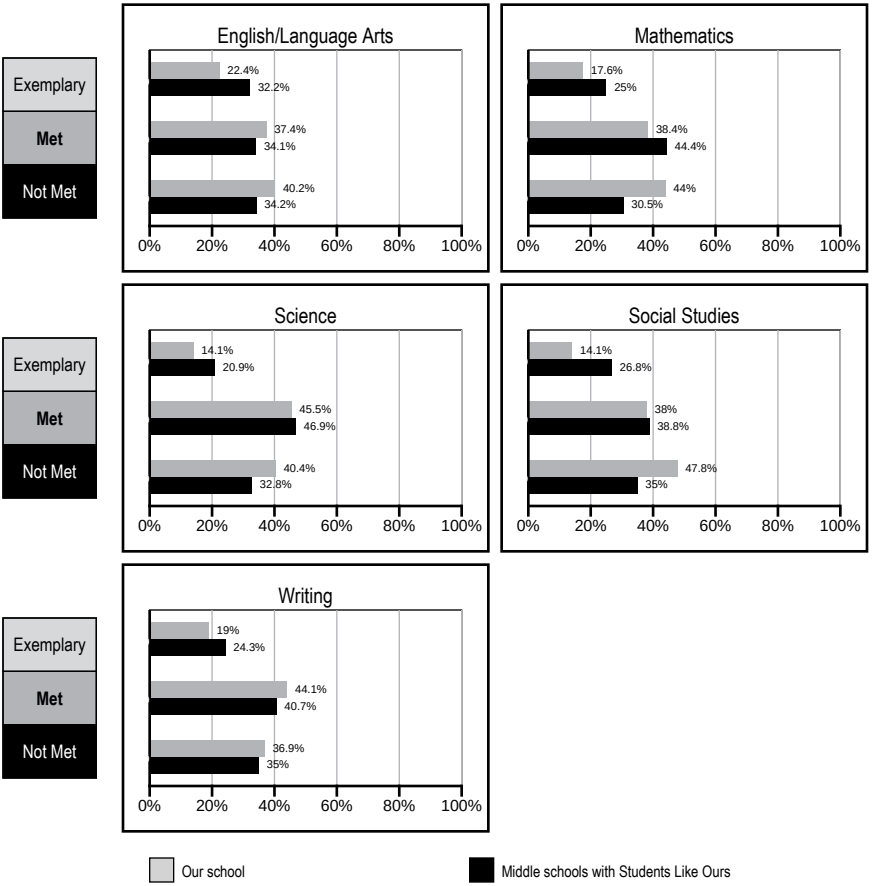
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	44	5	0

* Ratings are calculated with data available by 11/09/2011.

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	98.2%	96.3%
English 1	92.8%	93.5%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	82.6%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=415)				
Students enrolled in high school credit courses (grades 7 & 8)	49.2%	Up from 47.4%	24.5%	24.5%
Retention rate	1.0%	Up from 0.2%	0.9%	0.7%
Attendance rate	94.9%	Up from 94.8%	95.7%	95.9%
Served by gifted and talented program	10.0%	Down from 13.1%	17.9%	17.8%
With disabilities other than speech	5.7%	Down from 6.5%	9.3%	9.2%
Older than usual for grade	2.2%	Down from 4.2%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.0%	0.5%	0.4%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	60.0%	Up from 59.3%	58.1%	60.0%
Continuing contract teachers	96.0%	Up from 92.6%	87.5%	82.6%
Teachers returning from previous year	91.1%	Up from 88.4%	84.4%	85.6%
Teacher attendance rate	94.6%	Down from 95.3%	95.2%	95.3%
Average teacher salary*	$46,480	Down 0.4%	$45,732	$46,300
Professional development days/teacher	11.3 days	Up from 8.1 days	9.9 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.3 to 1	21.2 to 1	21.5 to 1
Prime instructional time	88.5%	Up from 88.3%	89.7%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 98.5%	96.7%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	$7,491	Down 6.7%	$7,446	$7,634
Percent of expenditures for instruction**	58.9%	Down from 61.0%	62.7%	64.0%
Percent of expenditures for teacher salaries**	57.8%	Up from 55.0%	60.8%	61.2%

* 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

For the second year in a row, North District was acknowledged as a school meeting Adequate Yearly Progress (AYP). This status was again conjoined with an absolute and growth report card rating of Average. Additionally, 7th grade Writing and 7th grade Science PASS scores exceeded the state average.

Students were given numerous incentives for their performance in the classroom and on state testing. Students were recognized for their achievement with items such as academic incentive cards, gift certificates and monetary awards.

Efforts to continue the progression of student achievement was purported by offering academic support initiatives. Yearlong English/Language Arts and Math Strategies classes and tutorial sessions were held during the school day.

Teacher teams maintained student intervention notebooks with strategies to address academic areas of focus. Students engaged in PASS preparation sessions in each core subject area just prior to PASS testing.

To support the character expectations of our students, a character trait of the month was communicated. Advisory classes were held with emphasis on an identified trait and a high standard of conduct was consistently communicated and monitored among our students. Meetings were held with students to convey expectations and supervision practices were in place during non-classroom times and periods of transition. To commend our students for their successful conduct, they were exposed to special awards, treats and/or movie days.

The success of our sports programs was guided by the 3 C's - character, competitiveness, and the classroom. These factors were foundational in leading our athletic programs to successful seasons. The football, volleyball and basketball teams again won conference championships.

Our fine arts programs enjoyed success as well. The NDMS chorus participated in a choral festival and they incurred an outstanding performance in the play, "Oliver". Visual arts students received numerous local and state awards for their works, and many of our band students were involved in band competitions and received band awards and honors.

To encourage parent involvement, Parent-Teacher Conference Days were held throughout the year, along with two Report Card Pick-Up Days. Additionally, parents were extended an opportunity to attend a Parent Bullying Forum and volunteer for various school activities as chaperones.

NDMS engaged in several fundraising activities to benefit Relay for Life, Saint Jude's Cancer Research and other local fundraising initiatives. More than $4000.00 was raised to benefit these causes.

Mark Altman, SIC Chairman
Dr. Mark D. Dean, Sr., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	181	138
Percent satisfied with learning environment	82.4%	68.5%	79.7%
Percent satisfied with social and physical environment	88.2%	73.0%	70.9%
Percent satisfied with school-home relations	56.3%	80.1%	70.8%

* 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: NO

This school met 10 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	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	94.9%	94.0%**	Yes

* 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

NORTH DISTRICT MIDDLE 11/09/11-2501008

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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	411	100	40.2	37.4	22.4	71.2	76.5	82.4	No	Yes
Gender										
Male	220	100	46	35.1	19	64.5	71.7	78.7	N/A	N/A
Female	191	100	33.5	40.1	26.4	79.1	81.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	177	100	34.3	33.7	32	75.6	81	88.9	Yes	Yes
African American	227	100	45.8	39.7	14.5	67.3	72.1	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	25	33.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	90.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	273	100	48.6	36.5	14.9	64.3	72.1	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	411	100	44	38.4	17.6	71	75.3	81.9	No	Yes
Gender										
Male	220	100	49.8	34.6	15.6	66.4	72.2	79.9	N/A	N/A
Female	191	100	37.4	42.9	19.8	76.4	78.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	177	100	34.9	37.8	27.3	76.2	79.5	88.9	No	Yes
African American	227	100	52.3	38.8	8.9	66.4	71.2	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	18.8	31.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	90.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	273	100	54.9	33.7	11.4	62.4	70.1	74.9	No	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

NORTH DISTRICT MIDDLE 11/09/11-2501008

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	312	100	40.4	45.5	14.1	59.6	59.8	68.6
Gender								
Male	168	100	46.6	41	12.4	53.4	57.2	68.3
Female	144	100	33.1	50.7	16.2	66.9	62.4	68.9
Racial/Ethnic Group								
White	139	100	34.6	41.9	23.5	65.4	69.3	80.7
African American	167	100	45.2	49	5.8	54.8	50.3	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	14.8	20	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	212	100	45.2	47.2	7.6	54.8	54.2	57.3
Social Studies								
All Students	309	100	47.8	38	14.1	52.2	61.6	72.5
Gender								
Male	164	100	48.7	34.8	16.5	51.3	60	72
Female	145	100	46.8	41.7	11.5	53.2	63.4	73.1
Racial/Ethnic Group								
White	132	100	40.9	38.6	20.5	59.1	67.7	81
African American	174	100	53.3	37.7	9	46.7	56.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	28	100	76	16	8	24	27.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	206	100	52.6	38.1	9.3	47.4	58.6	62.9

Abbreviations for Missing Data

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

NORTH DISTRICT MIDDLE										11/09/11-2501008
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	201	99	36.6	44.3	19.1	63.4	70.5	73.2	94.9	96.4
Gender										
Male	109	99.1	44.2	41.3	14.4	55.8	60.5	67.2	94.3	96.2
Female	92	98.9	27.8	47.8	24.4	72.2	80.6	79.4	95.5	96.6
Racial/Ethnic Group										
White	85	97.7	25.6	43.9	30.5	74.4	80.2	81.5	93.5	95.5
African American	111	100	45.8	45.8	8.4	54.2	61.2	61.3	95.9	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	94.4	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	9.1	25.7	26	91.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	65.7	94.2	96.3
Socio-Economic Status										
Subsidized meals	127	98.4	47.5	44.2	8.3	52.5	63.3	63.2	94.3	96.1

Abbreviations for Missing Data

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

NORTH DISTRICT MIDDLE 11/09/11-2501008

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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	210	100	41.3	36.8	21.9	58.7
	8	201	100	39.1	38	22.9	60.9
Mathematics							
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
2011	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	210	100	47.3	38.8	13.9	52.7
	8	201	100	40.6	38	21.4	59.4
Science							
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
2011	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	210	100	39.8	48.8	11.4	60.2
	8	102	100	41.7	38.5	19.8	58.3

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
Social Studies							
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
2011	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	210	100	55.7	31.3	12.9	44.3
	8	99	100	31.3	52.1	16.7	68.8
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	201	99	36.6	44.3	19.1	63.4

Abbreviations for Missing Data

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