



Ronald E McNair Middle

P O Box 1209

Lake City, South Carolina

Grades	6-8 Middle School	
Enrollment	431 Students	
Principal	David Laws Jr.	843-374-8651
Superintendent	Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8205

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

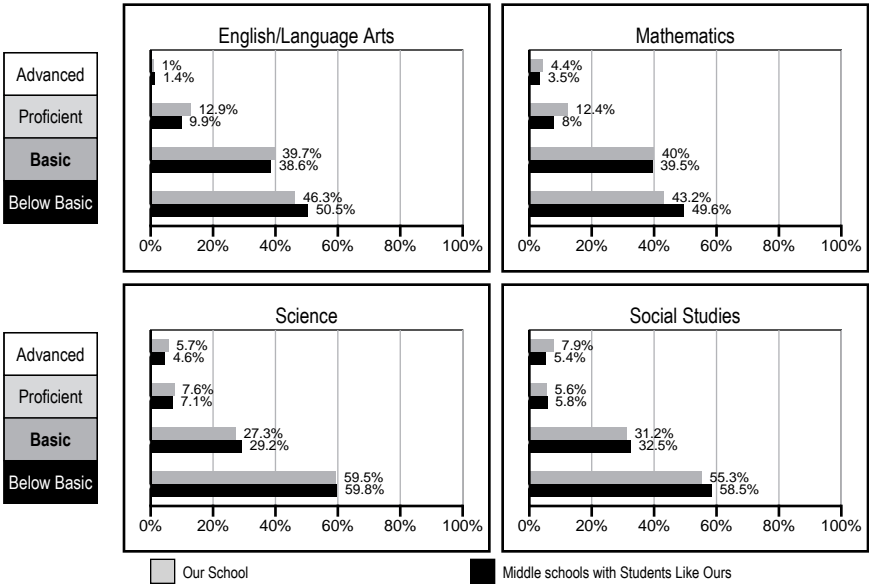
94.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	37

* 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	83.8
English 1	100.0	82.7
Physical Science	0	39.5
All Subjects	100.0	80.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=431)				
Students enrolled in high school credit courses (grades 7 & 8)	12.7%	Down from 32.3%	11.9%	19.4%
Retention rate	1.9%	Up from 1.6%	3.3%	1.8%
Attendance rate	94.0%	No Change	95.0%	95.8%
Eligible for gifted and talented	8.2%	Up from 8.0%	5.9%	15.3%
With disabilities other than speech	21.3%	No Change	13.7%	12.9%
Older than usual for grade	6.5%	Up from 4.9%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Up from 40.0%	54.3%	55.0%
Continuing contract teachers	34.4%	Down from 50.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	21.7%	Up from 14.3%	18.9%	5.4%
Teachers returning from previous year	63.7%	Down from 68.7%	76.6%	83.4%
Teacher attendance rate	95.7%	Up from 94.2%	94.8%	94.9%
Average teacher salary	\$40,553	Down 4.2%	\$43,167	\$44,706
Professional development days/teacher	10.8 days	Up from 9.0 days	12.0 days	11.8 days
School				
Principal's years at school	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 23.4 to 1	16.0 to 1	20.1 to 1
Prime instructional time	89.2%	Up from 87.0%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	96.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,657	Up 9.4%	\$8,870	\$7,097
Percent of expenditures for instruction*	55.9%	Down from 59.2%	63.0%	64.4%
Percent of expenditures for teacher salaries*	44.4%	Down from 48.8%	56.1%	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

The 2007-08 school year has been a year of change and innovation for Ronald E. McNair Middle School (REMMS). The school year began with a new first year principal, assistant principal, and several new teachers. The primary focus of the school leadership team was to review student data and develop innovative methods to improve student achievement. In collaboration with the REMMS School Improvement Council (SIC), teachers, staff, and administrators developed a new vision and goals.

Before the school year began, we conducted a Sixth Grade Mini Camp that allowed new sixth grade students to meet their teachers, navigate through their schedule, and become familiar with the school campus prior to school start. REMMS conducted a Community Walk that allowed all teachers to visit the homes and communities where their students live. We also conducted staff development focused on single gender instructional strategies.

To assist with improving student achievement, two new computer labs were established. These labs use Class-Works, a program that provides each student with standards based tutorials addressing each student's individual Math and ELA weaknesses. Each academic classroom has been equipped with a Promethean board. Four Curriculum on Wheels (COW) tutorial digital projectors were purchased for each grade level. The COW offer standards based clips, videos, and animation that help illustrate concepts taught and engage students in learning. The SIC has been a major supporter of the school. REMMS' SIC meets monthly and decided to continue to sponsor events such as parent/teacher breakfasts, life skills courses, and parental workshops.

REMMS successes this year include: all students enrolled in Algebra I and English I passed the End of Course exam; students made an average growth of six points on MAPs ELA and MATH assessment; and the school met both External Review Team (ERT) goals. REMMS continues to strive for excellence.

David Laws Jr. Principal
Terrie Bryant, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	111	55
Percent satisfied with learning environment	80.6%	63.1%	78.2%
Percent satisfied with social and physical environment	82.8%	66.4%	70.4%
Percent satisfied with school-home relations	46.9%	82.7%	74.5%

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

School Adequate Yearly Progress

NO

This school met 11 out of 21 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

Restructure

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	0.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	94.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	409	99.8	46.2	39.8	12	2	20.2	30.3	48.2	No	Yes
Gender											
Male	191	99.5	56	31.3	9.9	2.7	17	23.7	41.7	N/A	N/A
Female	218	100	37.6	47.1	13.8	1.4	22.9	37	55	N/A	N/A
Racial/Ethnic Group											
White	126	100	31.2	46.4	20.8	1.6	28.8	46.2	60	No	Yes
African American	272	99.6	53.1	37.1	7.4	2.3	15.6	21.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	29.7	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	87	98.9	74.7	16.9	2.4	6	9.6	11	16	No	Yes
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	373	99.7	48.3	39.7	10.1	2	18.4	26.4	34	No	Yes

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

All Students	409	99.8	44.4	39.5	11.2	4.8	21.7	27.8	45.8	No	Yes
Gender											
Male	191	99.5	42.3	41.8	9.9	6	20.3	25.4	45.6	N/A	N/A
Female	218	100	46.2	37.6	12.4	3.8	22.9	30.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	126	100	28	41.6	21.6	8.8	41.6	46.6	59	No	Yes
African American	272	99.6	51.6	39.5	6.3	2.7	11.7	17.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	29.7	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	87	98.9	66.3	21.7	7.2	4.8	8.4	12.7	17.1	No	Yes
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	373	99.7	46.1	39.4	10.9	3.6	19.8	24.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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
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Science

All Students	284	100	57.9	27.8	7.7	6.6	14.3	18.6	35.7	94	95.5
Gender											
Male	130	100	55.6	26.6	8.1	9.7	17.7	21.8	37.4	93.8	95.4
Female	154	100	59.7	28.9	7.4	4	11.4	15.4	33.8	94.1	95.6
Racial/Ethnic Group											
White	88	100	37.5	31.8	14.8	15.9	30.7	38.1	49.2	92.3	94.6
African American	190	100	67	26.3	4.5	2.2	6.7	8.2	17	94.8	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	98.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	92.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	59.1	82.6
Disability Status											
Disabled	61	100	69.5	15.3	10.2	5.1	15.3	14.3	14	92.5	94.8
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	88.9	87.6
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	92.8	96.4
Socio-Economic Status											
Subsided meals	261	100	60	26.8	7.2	6	13.2	15.3	21.1	93.8	95.4

Social Studies

All Students	279	100	54.6	30.6	5.5	9.2	14.8	22.8	34	94	95.5
Gender											
Male	131	100	52.8	32.3	3.9	11	15	23.8	36.6	93.8	95.4
Female	148	100	56.3	29.2	6.9	7.6	14.6	21.8	31.3	94.1	95.6
Racial/Ethnic Group											
White	91	100	44.4	30	10	15.6	25.6	35.8	44.5	92.3	94.6
African American	178	100	59.6	31.6	2.9	5.8	8.8	15	19.1	94.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	98.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	92.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	59.1	82.6
Disability Status											
Disabled	58	100	70.2	19.3	0	10.5	10.5	15.3	14.4	92.5	94.8
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	88.9	87.6
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	92.8	96.4
Socio-Economic Status											
Subsided meals	253	100	56.7	31.2	5.3	6.9	12.1	19.3	21	93.8	95.4

* Adj - Adjusted to account for natural variation in performance.

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	153	98.7	49.6	38.3	9.9	2.1	12.1
	7	146	99.3	56.1	33.3	9.8	0.8	10.6
	8	169	98.8	49.1	40.9	9.4	0.6	10.1
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	114	100	35.8	38.5	20.2	5.5	25.7
	7	156	100	45.1	43.8	10.5	0.7	11.1
	8	139	99.3	56.2	36.2	6.9	0.8	7.7
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	153	98.7	40.4	36.9	15.6	7.1	22.7
	7	146	99.3	43.9	34.1	13.6	8.3	22
	8	169	98.8	50.9	39	8.2	1.9	10.1
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	114	100	41.3	34.9	16.5	7.3	23.9
	7	156	100	45.1	36.6	11.1	7.2	18.3
	8	139	99.3	46.2	46.9	6.9	0	6.9
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	72	100	68.7	17.9	7.5	6	13.4
	7	146	99.3	67.9	23.7	5.3	3.1	8.4
	8	87	100	57.3	34.1	4.9	3.7	8.5
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	58	100	69.1	16.4	7.3	7.3	14.5
	7	156	100	53.6	32	7.2	7.2	14.4
	8	70	100	58.5	27.7	9.2	4.6	13.8
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	81	100	55.6	41.7	2.8	0	2.8
	7	146	99.3	63.4	29.8	3.8	3.1	6.9
	8	82	97.6	42.1	53.9	2.6	1.3	3.9
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	58	100	28.6	32.1	7.1	32.1	39.3
	7	153	100	61.3	29.3	5.3	4	9.3
	8	68	100	61.5	32.3	4.6	1.5	6.2

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

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