



Ronald E McNair Middle

P O Box 1209

Lake City, South Carolina

Grades	6-8 Middle School	
Enrollment	388 Students	
Principal	Margie Myers	843-374-8651
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. David Eaddy	843-394-8043

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Average
2005	At-Risk	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

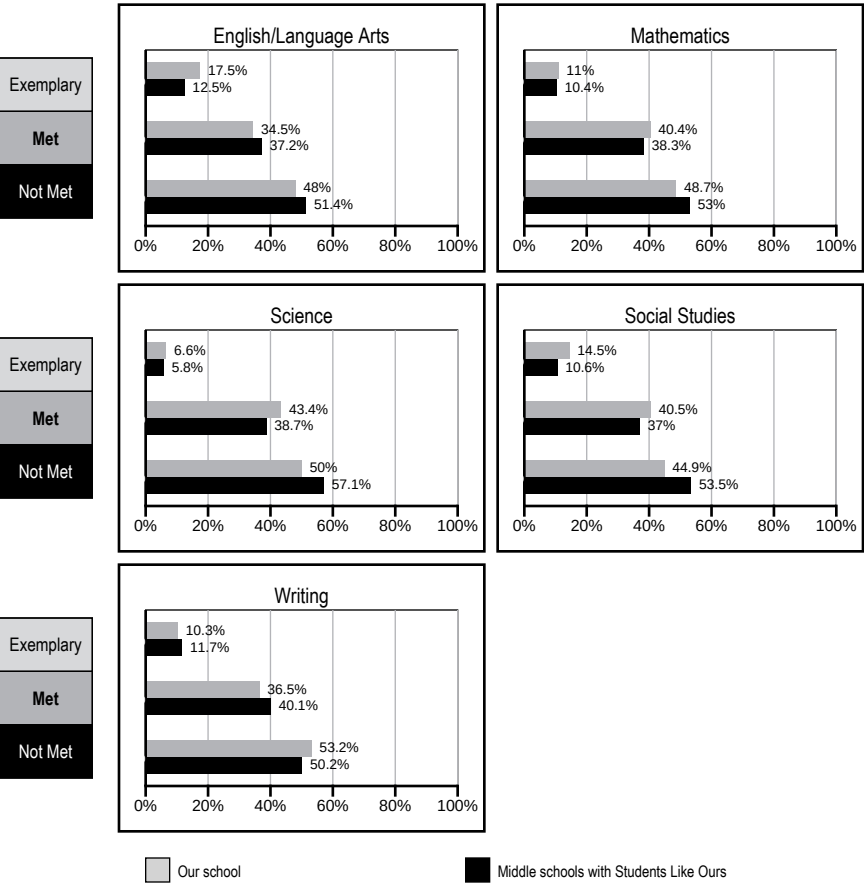
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	38	24

* 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	87.1%	86.3%
English 1	100.0%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	90.5%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=388)				
Students enrolled in high school credit courses (grades 7 & 8)	15.6%	Up from 12.7%	16.3%	21.6%
Retention rate	3.6%	Up from 1.9%	2.3%	1.2%
Attendance rate	93.9%	Down from 94.0%	95.5%	95.9%
Eligible for gifted and talented	7.2%	Down from 8.2%	4.9%	14.8%
With disabilities other than speech	20.0%	Down from 21.3%	14.1%	12.6%
Older than usual for grade	5.9%	Down from 6.5%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 43.8%	54.7%	56.9%
Continuing contract teachers	40.0%	Up from 34.4%	61.7%	72.7%
Teachers with emergency or provisional certificates	22.7%	Up from 21.7%	14.9%	5.3%
Teachers returning from previous year	58.3%	Down from 63.7%	76.4%	82.9%
Teacher attendance rate	98.2%	Up from 95.7%	94.9%	95.2%
Average teacher salary*	\$41,251	Up 1.7%	\$44,832	\$46,599
Professional development days/teacher	12.5 days	Up from 10.8 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.7 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 89.2%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	81.7%	Down from 99.5%	96.5%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$9,392	Up 22.7%	\$10,078	\$7,645
Percent of expenditures for instruction**	60.6%	Up from 55.9%	60.6%	63.4%
Percent of expenditures for teacher salaries**	48.2%	Up from 44.4%	54.7%	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 2008-09 school year has been a year of success for the students of Ronald E. McNair Middle School (REMMS). The staff, teachers, and administrators started the school year with a focus to "Perfect Our Practices." In the previous school year, several new programs and initiatives were implemented and some were continued that were already in place. A concerted effort was made to improve student achievement by perfecting the implementation and effectiveness of existing programs and initiatives.

REMMS continued to be a Single Gender school. All students' classes are gender specific, except for advanced and related arts classes. Teachers implemented instructional strategies that effectively addressed the different learning styles of male and female students.

ClassWorks labs continued to provide students with interactive tutorials that both enhance and remediate student academic abilities. Each semester, students enrolled in ClassWorks enrichment programs that help them master or advance in areas identified by the Measures of Academic Performance (MAP) assessment.

Student incentives played a major role in encouraging our students to give maximum effort in their academic studies. Students who made significant improvement on their MAP assessment and benchmark tests were given opportunities to attend a NFL football game featuring the Carolina Panthers, NBA basketball game where they watched the Charlotte Hornets, in addition to our popular school dances. Students who performed outstanding academically, maintained perfect attendance, and avoided referrals received special recognition at the school quarterly awards program also attended by our parents.

The Lake City Middle School Academic Challenge Team, sponsored by REMMS and JPTMS combined, was the runner-up in the Pee Dee Region finalist competition. REMMS had 15 students to compete in the Clemson Biology Merit Exams, with one student earning the distinction of "honorable mention." Two REMMS students earned the recognition as SC Junior Scholars. And the REMMS girls are the Pee Dee Regional Middle School Basketball Champions!

REMMS School Improvement Council was instrumental in getting parents involved with mentoring and assisting teachers in the school. The SIC also supported the school in encouraging students to perform academically and to exemplify good character.

This has been a successful year for our students. We believe that "future stars" are forthcoming from the students of REMMS!

David Laws Jr., Principal
Terrie Bryant, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	90	47
Percent satisfied with learning environment	84.4%	73.3%	63.0%
Percent satisfied with social and physical environment	78.8%	65.9%	53.2%
Percent satisfied with school-home relations	60.6%	84.1%	73.9%

* 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 17 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

R

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	93.9%	94.0%*	No

* 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	384	99	48.6	34	17.4	66.3	73.2	82.8	Yes	Yes
Gender										
Male	190	99	50.6	34.1	15.3	61.2	66.8	79.3	N/A	N/A
Female	194	99	46.7	33.9	19.4	71.1	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	99	99	34.1	39.6	26.4	76.9	85.8	89.5	Yes	Yes
African American	266	98.9	53.1	32.1	14.8	63.4	67.2	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	17	100	71.4	21.4	7.1	42.9	66.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	75	96	68.2	21.2	10.6	33.3	48.8	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	64.3	28.6	7.1	42.9	63.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	344	99.1	50.8	33.3	15.9	64.1	70.8	75.5	Yes	Yes

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

All Students	384	98.7	48.1	41.3	10.6	62.2	67.3	78.9	Yes	Yes
Gender										
Male	190	98.4	49.7	37.9	12.4	57.4	63.4	77	N/A	N/A
Female	194	99	46.7	44.4	8.9	66.7	71.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	99	99	34.1	44	22	74.7	83.4	87.2	Yes	Yes
African American	266	98.5	52.9	40.5	6.6	57.4	59	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	17	100	64.3	28.6	7.1	57.1	66.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	75	94.7	73.8	12.3	13.8	33.8	41.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	57.1	35.7	7.1	64.3	68.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	344	98.8	49.7	41.1	9.2	60.2	64.4	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	251	98.8	49.1	42.6	8.3	50.9	49.4	67.5
Gender								
Male	120	98.3	48.2	40.9	10.9	51.8	46.6	67
Female	131	99.2	50	44.2	5.8	50	52.3	68
Racial/Ethnic Group								
White	72	98.6	31.8	47	21.2	68.2	71.8	79.5
African American	165	98.8	56.6	40.1	3.3	43.4	37.4	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	52	96.2	72.3	17	10.6	27.7	26.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	40.7	59.6
Socio-Economic Status								
Subsided meals	226	98.7	50	43.8	6.3	50	46.1	55.1

Social Studies

All Students	254	98.8	43.9	40	16.1	56.1	61.2	72.3
Gender								
Male	131	98.5	43.9	36.8	19.3	56.1	58.7	71.5
Female	123	99.2	44	43.1	12.9	56	63.8	73.2
Racial/Ethnic Group								
White	54	98.2	36	32	32	64	74.7	80.7
African American	185	98.9	47	41.1	11.9	53	54.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	13	100	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	44	97.7	65.8	21.1	13.2	34.2	40.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	14	100	36.4	54.5	9.1	63.6	70	67.9
Socio-Economic Status								
Subsided meals	228	98.7	47.8	36.6	15.6	52.2	58.1	62.1

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	385	95.8	52.9	36.7	10.4	47.1	52	70.2	93.9	95.6
Gender										
Male	191	93.7	59.6	32.5	7.8	40.4	42.7	63.2	93.4	95.6
Female	194	97.9	46.7	40.6	12.8	53.3	61.6	77.5	94.3	95.7
Racial/Ethnic Group										
White	100	98	43.5	39.1	17.4	56.5	66.4	79.1	92.3	94.8
African American	265	94.7	55.9	36.1	8	44.1	45.2	57.6	94.5	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.6	98.6
Hispanic	17	100	N/AV	N/AV	N/AV	28.6	38	62.6	93.7	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	87.4	84.8
Disability Status										
Disabled	76	80.3	94.7	3.5	1.8	5.3	14.9	26.1	93.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	16	100	64.3	28.6	7.1	35.7	38.1	61.2	93.7	96.7
Socio-Economic Status										
Subsidized meals	340	95.9	54.5	36.7	8.8	45.5	48.8	58.9	93.8	95.6

Abbreviations for Missing Data

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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	127	100	50.9	37.9	11.2	49.1
	7	125	98.4	40.7	34.5	24.8	59.3
	8	132	98.5	53.7	29.8	16.5	46.3
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	127	100	50.9	42.2	6.9	49.1
	7	125	98.4	35.4	52.2	12.4	64.6
	8	132	97.7	57.5	30	12.5	42.5
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	64	98.4	56.1	36.8	7	43.9
	7	124	98.4	40.2	52.7	7.1	59.8
	8	63	100	59	29.5	11.5	41
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	64	98.4	34.5	56.9	8.6	65.5
	7	124	98.4	43.8	34.8	21.4	56.3
	8	66	100	53.3	33.3	13.3	46.7
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	127	96.9	51.3	40.9	7.8	48.7
	7	126	96	44.2	40.7	15	55.8
	8	132	94.7	62.7	28.8	8.5	37.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample