



SC Annual School Report Card Summary

Ronald E. McNair Middle School
 FLORENCE 3
 Grades: 6-8 Enrollment: 471
 Principal: Margie Myers
 Superintendent: Dr. V. Keith Callicutt
 Board Chair: Dr. Julia Mims

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Below Average	Average	TBD	TBD	F	N/A
2013	Average	Average	N/A	N/A	D	N/A
2012	Average	Average	N/A	N/A	B	Reward

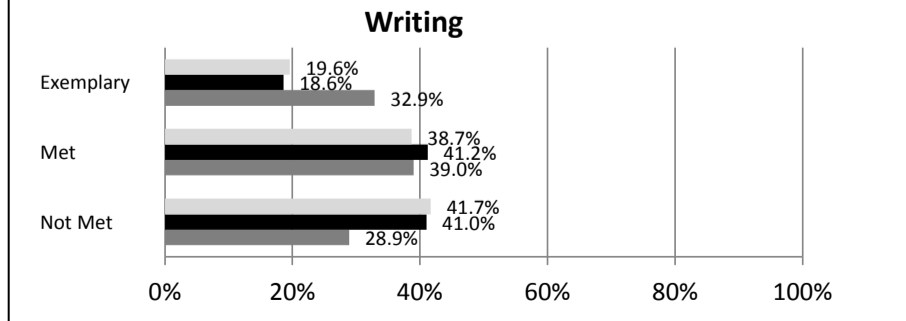
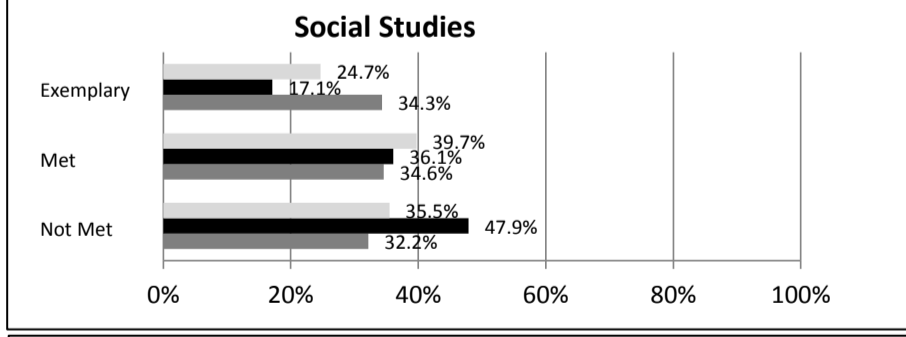
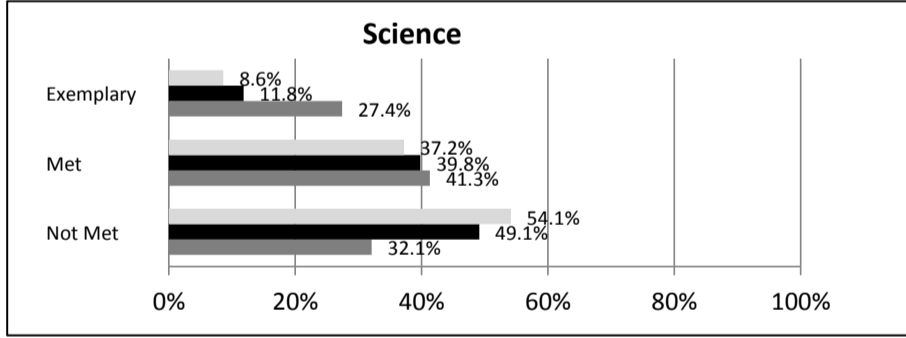
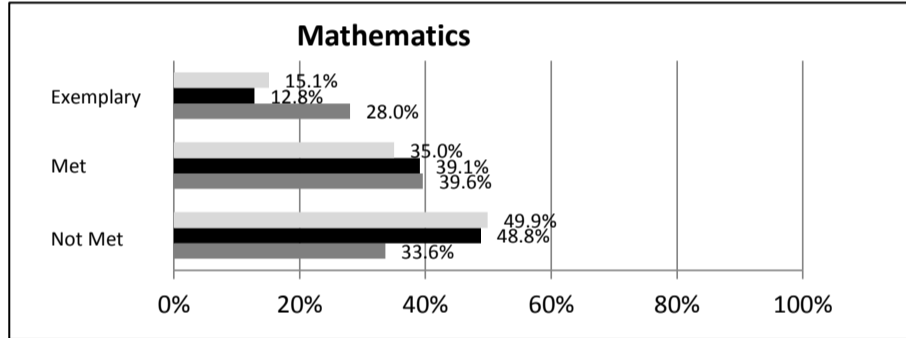
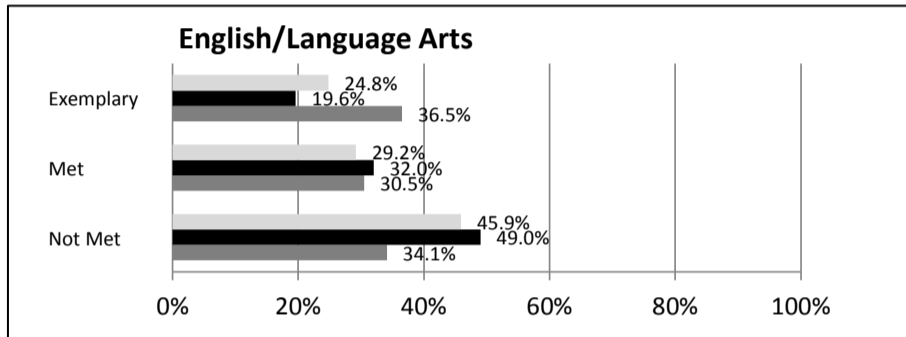
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	27	36	13

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2014

% of Students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	94.5%
English 1	91.3%	87.7%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	94.6%	92.9%

SC 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.

Abbreviations Key

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

**Ronald E. McNair Middle School
FLORENCE 3**

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle Schools
Students (n = 471)				
Students Enrolled in high school credit courses (grades 7 & 8)	35.4%	Up from 25.9%	15.6%	26.0%
Retention rate	0.0%	Down from 0.2%	0.7%	0.6%
Attendance rate	97.0%	Up from 95.5%	95.6%	96.2%
Served by gifted and talented program	12.9%	Up from 11.5%	9.1%	19.4%
With disabilities	27.5%	Up from 25.2%	15.4%	12.8%
Older than usual for grade	4.7%	Down from 7.0%	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	1.0%	0.4%
Annual dropout rate	0.3%	No change	0.0%	0.0%
Teachers (n = 30)				
Teachers with advanced degrees	40.0%	Up from 35.7%	60.0%	61.3%
Continuing contract teachers	63.3%	Down from 71.4%	63.3%	75.9%
Teachers returning from previous year	83.7%	Up from 80.0%	78.5%	85.4%
Teacher attendance rate	92.6%	Down from 93.3%	95.2%	95.2%
Average teacher salary*	\$43,830	Up 2.7%	\$45,562	\$47,081
Classes not taught by highly qualified teachers	4.3%	Up from 0.0%	9.9%	5.8%
Professional development days/teacher	13.3 days	Up from 3.1 days	10.4 days	10.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	24.0 to 1	Down from 26.5 to 1	19.1 to 1	21.5 to 1
Prime instructional time	86.4%	Down from 87.0%	89.6%	90.1%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	89.9%	Up from 88.3%	98.0%	99.0%
Character development program	Good	No change	Good	Good
Dollars spent per pupil**	\$7,315	Down 6.4%	\$9,337	\$7,616
Percent of expenditures for instruction**	51.9%	Down from 57.0%	56.8%	62.0%
Percent of expenditures for teacher salaries**	51.5%	Down from 53.0%	55.7%	61.3%
ESEA composite index score	56.0	Down from 63.1	55.4	77.9

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	27	81	39
Percent satisfied with learning environment	100.0%	45.7%	79.5%
Percent satisfied with social and physical environment	96.2%	60.5%	79.5%
Percent satisfied with school-home relations	100.0%	63.4%	71.0%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ronald E. McNair Middle School's motto, "Ronald E. McNair students are respectful, responsible, trustworthy, and college-bound," helped to drive the 2013-2014 school year. Ronald E. McNair Middle School is committed to academic excellence and to the education of the whole student. The school's motto reflects the expectations and the vision of all who are involved in the daily operations of school. REMMS continued to implement a character education program in order to develop exemplary citizens within the community. Character education classes and a behavior incentive system contributed to the success of the program. Furthermore, the school enlisted various speakers from the community-at-large to address the students about the importance of displaying positive character traits. ☐

☐ The primary focus at Ronald E. McNair was academic rigor. The school continued to offer numerous high school courses – English I, Algebra I, and Computer Applications – as well as advanced English and math courses. Ronald E. McNair Middle School used a challenging district-based curriculum for Talented and Gifted classes. Additionally, the Academic Challenge Team, Matheletes, book clubs, and National History Day were implemented in order to create a school-wide focus on rigor. Great attention was devoted to the school-wide reading program, Reading Counts. REMMS students were recognized for the number of books read and tests passed during the academic year. Customized Student Intervention classes offered students additional support and practice on PASS-like testing activities. The ALEKS and Academy of Reading programs were implemented to help close the achievement gap for special needs students. ☐

☐ Professional development continued through the school's Teacher Advancement Program (TAP), with instructional strategies for single-gender classrooms serving as a focus for the weekly cluster sessions. ☐

As the school prepares for the next school year, we will continue to strive for academic excellence and to focus on building productive citizens for our community, our state, and our nation. ☐

☐ Margie B. Myers, Principal, Anna Washington, SIC Chairperson

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