



JERRY ZUCKER MIDDLE SCHOOL OF SCIENCE

6401 Dorchester Road
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	424 Students	
Principal	Sheryl A. Biss	843-767-8383
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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 2009-10 whose 2008-09 test scores were located

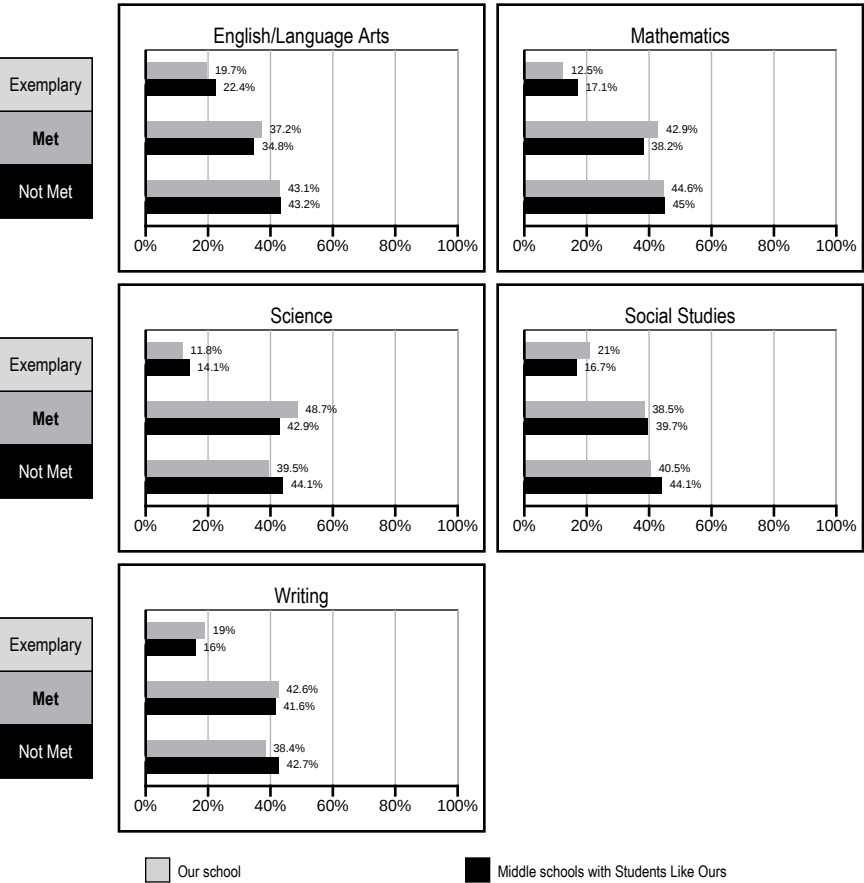
93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	28	5

* Ratings are calculated with data available by 03/09/2011.

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	82.6%	92.8%
English 1	N/A	90.1%
Physical Science	N/A	68.7%
US History and the Constitution	N/A	N/A
All Subjects	82.6%	90.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=424)				
Students enrolled in high school credit courses (grades 7 & 8)	8.5%	N/R	14.5%	24.2%
Retention rate	0.0%	N/A	0.9%	0.7%
Attendance rate	95.1%	N/A	95.4%	95.9%
Eligible for gifted and talented	7.1%	N/A	10.5%	16.4%
With disabilities other than speech	10.6%	N/A	13.4%	12.0%
Older than usual for grade	2.4%	N/A	4.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.8%	N/R	0.3%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	38.5%	N/A	58.3%	58.5%
Continuing contract teachers	35.9%	N/A	70.0%	80.0%
Teachers with emergency or provisional certificates	28.0%	N/A	10.0%	4.0%
Teachers returning from previous year	N/A	N/A	80.7%	84.6%
Teacher attendance rate	97.5%	N/R	95.4%	95.4%
Average teacher salary*	\$39,756	I/S	\$45,064	\$46,561
Professional development days/teacher	10.4 days	N/R	11.1 days	10.2 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	26.4 to 1	N/R	19.7 to 1	21.1 to 1
Prime instructional time	91.7%	N/R	89.9%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	86.5%	N/R	95.6%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$9,161	\$7,802
Percent of expenditures for instruction**	N/A	N/A	62.1%	63.8%
Percent of expenditures for teacher salaries**	N/A	N/A	57.6%	60.0%

* 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 2009-2010 School Year has been one of great success. Zucker Middle School built a school community around several core values which framed how we perform as a professional learning community. For our students, we focused this school year on being responsible, accountable, and respectful learners, as we recognized that this was a time that would enable Zucker to define itself, its standards, and our direction for the future. We were also committed to building partnerships with the community and exposing our students to the many rewarding careers that could spark an interest and provide a focus for future learning and personal investment. We have stressed the importance of literacy in student lives and tracked and monitored the growth of every child. Most importantly, however, was our belief in our students and the knowledge that our school is not an end in itself, but a bridge to future learning and discovery. Literacy has been and will continue to be our focus. Ultimately, we have emerged as a stronger school because we have had the benefit of a supportive community, a determined teaching force, and an unwavering dedication to our students overall well-being, while being mindful that Excellence is our standard and Victory is in the classroom.

Sheryl A. Biss, Principal
Nicole Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	108	31
Percent satisfied with learning environment	N/R	69.4%	80.6%
Percent satisfied with social and physical environment	N/R	72.9%	67.7%
Percent satisfied with school-home relations	N/R	78.7%	74.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 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	
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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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.0%	0.0%	No
Student attendance rate	95.1%	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	425	99.8	42.5	37.3	20.2	71.1	85	83.5	Yes	Yes
Gender										
Male	226	99.6	49.3	32.7	18	65.4	81.6	80.1	N/A	N/A
Female	199	100	34.7	42.6	22.7	77.8	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	54	100	21.3	27.7	51.1	85.1	95.3	89.6	Yes	Yes
African American	328	99.7	47.1	36.6	16.3	68.5	75.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	39	100	31.4	54.3	14.3	74.3	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	44	100	73.7	15.8	10.5	39.5	49	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	31.3	53.1	15.6	75	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	337	100	45.5	37.5	17.1	68.9	76.4	76.9	Yes	Yes

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

All Students	425	100	46.1	41.9	12	66.8	81	80.4	Yes	Yes
Gender										
Male	226	100	48.5	38.8	12.6	65	78.9	78.4	N/A	N/A
Female	199	100	43.2	45.5	11.4	68.8	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	54	100	25.5	42.6	31.9	80.9	94.5	87.8	Yes	Yes
African American	328	100	50.7	40.5	8.8	63.9	68	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	39	100	37.1	48.6	14.3	71.4	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	44	100	N/A	N/A	N/A	34.2	43.8	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	31.3	53.1	15.6	71.9	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	337	100	49.5	40.8	9.7	64.2	70.2	72.8	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	99.3	39.8	48.1	12	60.2	67.4	67.3
Gender								
Male	150	100	37.6	46.8	15.6	62.4	66.2	66.9
Female	141	98.6	42.4	49.6	8	57.6	68.5	67.7
Racial/Ethnic Group								
White	41	100	17.1	54.3	28.6	82.9	89	79.6
African American	224	99.1	45.1	45.6	9.2	54.9	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	25	100	29.2	58.3	12.5	70.8	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	27	96.3	79.2	12.5	8.3	20.8	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	23	100	31.8	54.5	13.6	68.2	58.2	58.6
Socio-Economic Status								
Subsidized meals	228	99.6	44.7	45.7	9.6	55.3	49.3	55.4

Social Studies

All Students	284	98.6	39.6	39.2	21.2	60.4	73.8	70.9
Gender								
Male	155	98.7	36.9	39.7	23.4	63.1	72.3	70.1
Female	129	98.5	43	38.6	18.4	57	75.3	71.7
Racial/Ethnic Group								
White	32	100	35.7	21.4	42.9	64.3	90.1	79.2
African American	216	98.2	42.2	40.6	17.2	57.8	58.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	32	100	29	41.9	29	71	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	32	90.6	61.5	26.9	11.5	38.5	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	28.6	42.9	28.6	71.4	66.7	68
Socio-Economic Status								
Subsidized meals	229	98.3	43.8	37.8	18.4	56.2	60.2	60.8

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	429	95.8	38	42.8	19.1	62	75	72.1	95.1	95.7
Gender										
Male	229	97.4	45.9	39.5	14.6	54.1	69.1	65.2	95.2	95.5
Female	200	94	28.7	46.8	24.6	71.3	81	79.2	95	95.8
Racial/Ethnic Group										
White	56	94.6	17	46.8	36.2	83	91	80.8	93.9	95.8
African American	330	96.1	41	42.8	16.2	59	60.2	59.7	95.2	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	87	94.3	97
Hispanic	39	94.9	42.9	37.1	20	57.1	63.7	64.6	95.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	43	81.4	N/AV	N/AV	N/AV	10	28.4	27.7	91.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	32	96.9	42.4	36.4	21.2	57.6	63.5	63.7	95.3	96.3
Socio-Economic Status										
Subsidized meals	340	94.7	40.3	44.4	15.4	59.7	61.1	61.9	94.7	95.2

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
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English/Language Arts

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
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	150	100	36.1	31.6	32.3	63.9
	7	150	100	40.3	46.8	12.9	59.7
	8	125	99.2	53.2	32.1	14.7	46.8

Mathematics

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
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	150	100	39.1	42.1	18.8	60.9
	7	150	100	45.3	47.5	7.2	54.7
	8	125	100	55.5	34.5	10	44.5

Science

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
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	76	98.7	41.2	51.5	7.4	58.8
	7	150	100	36.4	51.4	12.1	63.6
	8	65	98.5	46.6	36.2	17.2	53.4

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
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
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	75	98.7	15.4	40	44.6	84.6
	7	150	100	50	37.1	12.9	50
	8	59	94.9	42	44	14	58
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
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	153	92.8	32	43	25	68
	7	151	97.4	38.4	41.3	20.3	61.6
	8	125	97.6	44.5	44.5	10.9	55.5

Abbreviations for Missing Data

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