



## SEVIER MIDDLE

1000 Piedmont Park Rd  
Greenville, SC 29609

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	584 Students	
<b>Principal</b>	Ms. Karen Kapp	864-355-8200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Average	Average
2007	Below Average	At-Risk
2006	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 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

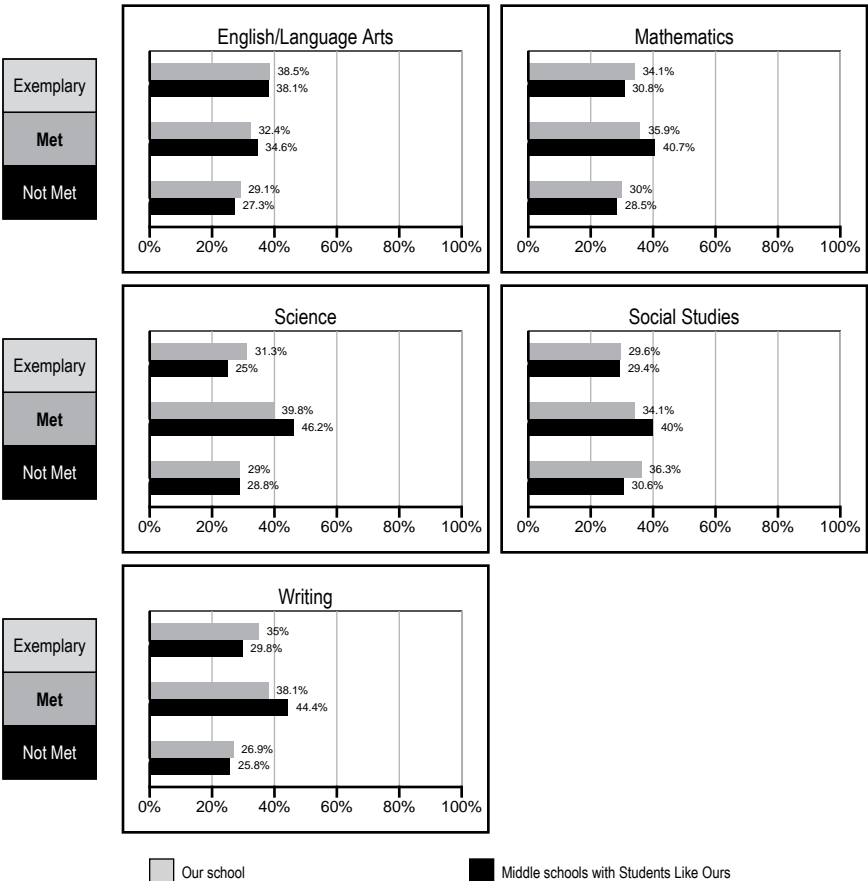
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	13	36	0	0

\* 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	100.0%	96.4%
English 1	100.0%	97.1%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.3%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=584)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	17.5%	Up from 16.5%	29.6%	24.2%
Retention rate	0.5%	Down from 0.7%	0.8%	0.7%
Attendance rate	95.9%	No Change	95.8%	95.9%
Eligible for gifted and talented	15.9%	Down from 16.3%	18.8%	16.4%
With disabilities other than speech	19.7%	Up from 15.8%	12.1%	12.0%
Older than usual for grade	0.3%	Down from 0.9%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	53.7%	Up from 51.3%	60.2%	58.5%
Continuing contract teachers	80.5%	Up from 74.4%	84.8%	80.0%
Teachers with emergency or provisional certificates	3.1%	Down from 6.1%	3.0%	4.0%
Teachers returning from previous year	85.4%	Up from 84.8%	85.9%	84.6%
Teacher attendance rate	97.1%	Up from 95.7%	95.6%	95.4%
Average teacher salary*	\$47,047	Up 1.6%	\$47,345	\$46,561
Professional development days/teacher	17.4 days	Up from 16.0 days	10.0 days	10.2 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.9 to 1	22.1 to 1	21.1 to 1
Prime instructional time	92.9%	Up from 90.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	98.8%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,131	Up 5.7%	\$7,369	\$7,802
Percent of expenditures for instruction**	61.9%	Down from 62.2%	63.9%	63.8%
Percent of expenditures for teacher salaries**	58.1%	Up from 57.2%	60.5%	60.0%

\* 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

Sevier Middle School and its School Improvement Council are pleased to highlight the hard work and success of our 2009-2010 school year. Our efforts to increase achievement and positive engagement in school were fruitful. Nearly 75% of our parents proudly listened as their sons and daughters twice presented their work in our first Student Led Conferences. Our Social Studies and Science teachers implemented writing and literacy strategies in their content area lessons, enriching their instruction and assessment through writing, cartooning, analysis of primary source documents, and technology based projects. Students continued their use of a common set of comprehension strategies to support their understanding of multiple print resources. We continued our push for each student to read high quality literature and non-fiction. Sevier held its first Poetry Alive demonstration and parents were touched by the authentic expressions of students in our second annual "This I Believe".

We sustained our State Report Card rating at the Average levels, and honored over two thirds of our students who met their MAP growth target in at least one area.

Our Wellness Break proved helpful to positive student interaction, and physical and emotional health, and allowed teachers to know students better. Sevier's athletic program enjoyed its first spring sports season on our beautifully renovated athletic fields, and we held our field days at home, as well.

We continue to seek better ways to motivate students to read and enjoy a variety of printed material, and are pleased at the encouragement they provide to one another. Our well developed academic and enrichment program is implemented by highly professional teachers, who provide care and attention to the needs of our students.

As we progress through a school year with larger class sizes and fewer financial resources, we must stay true to the most important function of our school – challenging instruction and accountability for a high quality education for every student. Parents, teachers, and community members must work together to see that our students are well-prepared for the challenges that lie ahead and students do their best to see that they leave nothing behind -- that they never allow a gap in their understanding or miss the opportunity for a richer experience.

Our obstacles will be our challenge, and our success, the greater reward. Have a great school year!

Karen M Kapp, Principal  
Susan Spencer, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	200	60
Percent satisfied with learning environment	93.0%	71.4%	83.3%
Percent satisfied with social and physical environment	95.3%	79.5%	84.7%
Percent satisfied with school-home relations	92.9%	83.4%	72.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 28 out of 29 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	581	99.8	31.8	31.8	36.3	78.3	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	337	99.7	35.4	30.2	34.4	74.9	81.3	80.1	N/A	N/A
Female	244	100	26.9	34.1	39	83	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	341	99.7	24.9	30.3	44.8	83	90	89.6	Yes	Yes
African American	162	100	46.3	32	21.8	67.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	61	100	36.8	40.4	22.8	78.9	78.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	118	99.2	70.5	20	9.5	44.8	53.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	100	36.5	44.2	19.2	78.8	78.7	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	308	100	39.8	35.4	24.8	72.3	76.1	76.9	Yes	Yes

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

All Students	581	99.8	32.8	39.5	27.7	77.9	82	80.4	Yes	Yes
<b>Gender</b>										
Male	337	99.7	32.2	37.3	30.5	78.5	80.5	78.4	N/A	N/A
Female	244	100	33.6	42.6	23.8	77.1	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	341	99.7	22.7	40.7	36.6	84.9	87.7	87.8	Yes	Yes
African American	162	100	50.3	36.1	13.6	64.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	61	100	45.6	36.8	17.5	71.9	78.3	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	118	99.2	72.4	23.8	3.8	43.8	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	100	44.2	46.2	9.6	76.9	79.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	308	100	42	43.1	15	71.9	72.9	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
<b>Science</b>								
All Students	384	99.5	28.8	39.9	31.3	71.2	70.6	67.3
<b>Gender</b>								
Male	229	99.1	32.1	36.8	31.1	67.9	70.1	66.9
Female	155	100	23.9	44.4	31.7	76.1	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	214	99.5	21.9	37.2	40.8	78.1	80.2	79.6
African American	120	99.2	39.4	44	16.5	60.6	50.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	38	100	34.3	42.9	22.9	65.7	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
<b>Disability Status</b>								
Disabled	78	97.4	66.7	29	4.3	33.3	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	29	100	37.5	40.6	21.9	62.5	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	215	99.5	33.2	45.1	21.8	66.8	57.1	55.4
<b>Social Studies</b>								
All Students	386	100	36.3	34.1	29.6	63.7	73.2	70.9
<b>Gender</b>								
Male	208	100	34.5	32	33.5	65.5	72.8	70.1
Female	178	100	38.4	36.6	25	61.6	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	231	100	32.9	33.3	33.8	67.1	79.8	79.2
African American	100	100	45.1	29.7	25.3	54.9	57.9	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	44	100	38.1	47.6	14.3	61.9	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
<b>Disability Status</b>								
Disabled	78	100	74.6	18.3	7	25.4	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	38	100	34.9	55.8	9.3	65.1	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	201	100	42.5	36.3	21.2	57.5	61.6	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	586	99.5	26.7	38.2	35.1	73.3	74	72.1	95.9	96.2
<b>Gender</b>										
Male	342	99.1	31.6	38.7	29.7	68.4	67.2	65.2	95.9	96.2
Female	244	100	19.9	37.6	42.5	80.1	81.1	79.2	95.9	96.3
<b>Racial/Ethnic Group</b>										
White	346	99.1	21	36.7	42.3	79	81.6	80.8	95.6	96.1
African American	165	100	36.7	39.3	24	63.3	58.6	59.7	96.4	96.2
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	88.8	87	97.4	97.5
Hispanic	59	100	35.1	43.9	21.1	64.9	63.1	64.6	95.5	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95	94.8
<b>Disability Status</b>										
Disabled	116	99.1	59.4	35.8	4.7	40.6	29.5	27.7	95	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	45	100	30.8	50	19.2	69.2	62.9	63.7	96.4	97
<b>Socio-Economic Status</b>										
Subsidized meals	309	99.4	34.4	42.8	22.8	65.6	61.1	61.9	95.4	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
<b>English/Language Arts</b>							
<b>2009</b>	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	179	100	29	50.6	20.4	71
	7	203	100	27.1	41.5	31.4	72.9
	8	206	100	37.5	37.5	25	62.5
<b>2010</b>	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	184	100	36.5	31.2	32.4	63.5
	7	190	100	36	35.4	28.6	64
	8	207	99.5	23.8	29.1	47.1	76.2
<b>Mathematics</b>							
<b>2009</b>	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	179	100	35.2	48.1	16.7	64.8
	7	203	100	27.7	41.5	30.9	72.3
	8	206	100	40.6	42.2	17.2	59.4
<b>2010</b>	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	184	100	36.5	38.2	25.3	63.5
	7	190	100	38.9	42.9	18.3	61.1
	8	207	99.5	23.8	37.6	38.6	76.2
<b>Science</b>							
<b>2009</b>	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	90	100	35	51.3	13.8	65
	7	203	100	18.1	44.1	37.8	81.9
	8	102	100	29.5	41.1	29.5	70.5
<b>2010</b>	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	90	98.9	38.1	39.3	22.6	61.9
	7	190	99.5	28.6	44	27.4	71.4
	8	104	100	20.7	32.6	46.7	79.3

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
<b>Social Studies</b>							
<b>2009</b>	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	89	100	20.7	69.5	9.8	79.3
	7	203	100	31.9	35.1	33	68.1
	8	104	99	27.8	42.3	29.9	72.2
<b>2010</b>	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	94	100	32.6	51.2	16.3	67.4
	7	190	100	42.3	30.3	27.4	57.7
	8	102	100	28.9	25.8	45.4	71.1
<b>Writing</b>							
<b>2009</b>	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	174	100	31.5	47.5	21	68.5
	7	201	100	26.6	40.1	33.3	73.4
	8	208	99.5	37.8	41.3	20.9	62.2
<b>2010</b>	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	185	100	32.7	36.3	31	67.3
	7	191	100	30.7	43.2	26.1	69.3
	8	210	98.6	17.7	35.4	46.9	82.3

Abbreviations for Missing Data

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