

Seneca Middle

801 West South 4th Street
Seneca, SC 29678

Grades	6-8 Middle School	
Enrollment	772 Students	
Principal	Al LeRoy	864-886-4455
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

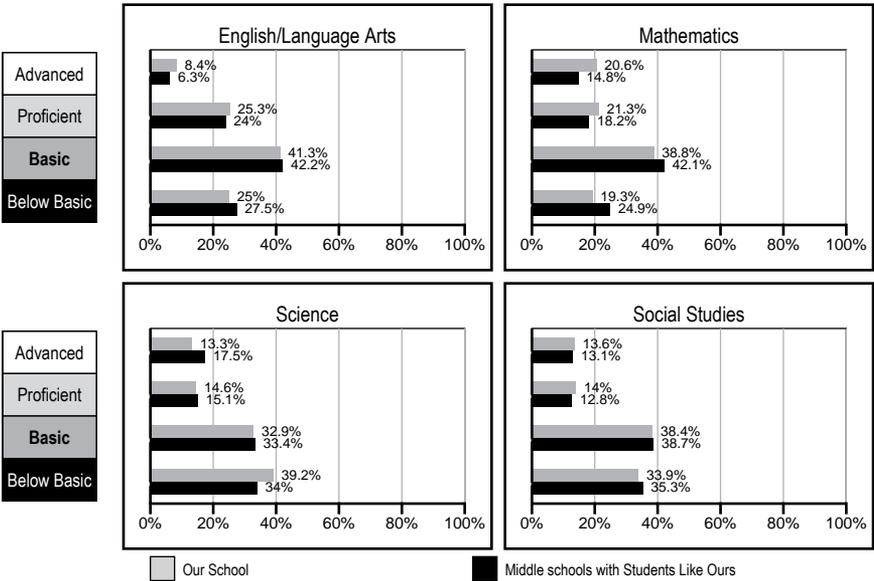
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	21	2

* 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	97.6
English 1	0	96.7
Physical Science	0	49.8
All Subjects	100.0	97.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=772)				
Students enrolled in high school credit courses (grades 7 & 8)	60.0%	Down from 63.7%	23.3%	19.4%
Retention rate	0.6%	Down from 2.4%	1.5%	1.8%
Attendance rate	96.0%	Down from 96.4%	95.8%	95.8%
Eligible for gifted and talented	23.2%	Up from 23.0%	18.8%	15.3%
With disabilities other than speech	15.8%	Up from 14.6%	13.1%	12.9%
Older than usual for grade	3.0%	Up from 2.2%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	11.8%	Up from 6.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	59.3%	Up from 53.4%	57.4%	55.0%
Continuing contract teachers	78.0%	Up from 75.9%	74.7%	70.6%
Teachers with emergency or provisional certificates	8.2%	Up from 4.0%	4.3%	5.4%
Teachers returning from previous year	86.4%	Up from 86.0%	86.8%	83.4%
Teacher attendance rate	94.7%	Up from 94.2%	95.2%	94.9%
Average teacher salary	\$43,528	Up 0.7%	\$45,170	\$44,706
Professional development days/teacher	7.9 days	Down from 12.6 days	12.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.8 to 1	21.4 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 88.9%	89.1%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.3%	Up from 70.6%	98.8%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$6,742	Up 7.4%	\$6,670	\$7,097
Percent of expenditures for instruction*	67.6%	Down from 67.7%	63.6%	64.4%
Percent of expenditures for teacher salaries*	62.4%	Up from 62.1%	59.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Seneca Middle School Family of students, faculty, staff, parents, and community coalesced for a fabulous 2007-08 school year. We began the year with the following curricular goals: differentiate instruction in all classes to reach all students, map our curriculum so that we can teach better and smarter, teach literacy in all classrooms to provide growth in our greatest student achievement deficiency, and use data to drive instruction.

As we journeyed through the year, the Seneca Middle School Family was honored to receive many accolades and recognitions. Our school successfully completed our Technical Assistance Visit as a Making Middle Grades Work School this past fall. We continue to be excited about the implementation of such a proven, systemic school framework. We have successfully completed a year of Single Gender Instruction in our Health/PE department, and parents have been offered Single Gender Options for 08-09 in all core content areas and all grades. Two of our students qualified and participated in the National Scrabble Club competition in Providence, Rhode Island, and were the only representatives from South Carolina to compete. One of our Wildcat students won our district's Lieutenant Governor's Writing Contest. One of our Robotics Teams placed first in the Performance Category at the state-level of SC First Lego, and another team placed 7th in Performance at that same competition. Our Honors Chorale continued a trend of placing in the top five since 1998, and our instructor was recognized as 2008 SCMEA Outstanding Young Music Educator. Our student body generated over \$5000 for our local Relay for Life. One hundred percent of our students passed the End of Course Exam in Algebra I, and 60% of our 7th and 8th graders received a minimum of .5 high school credit toward a diploma this school year. Seneca Middle School was selected to partner with Clemson University as a Center of Excellence in Inquiry Instruction in Math and Science. Seneca Middle School also boasted a final four District Teacher of the Year for the third year in a row. We have had a tremendous year!

Seneca Middle School is gifted with excellent faculty, staff, students, parents, and community for which we, together, mold and prepare our greatest resource – our children.

Al D. LeRoy, Principal
Lance McKinney, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	203	127
Percent satisfied with learning environment	96.4%	76.7%	76.4%
Percent satisfied with social and physical environment	96.4%	75.9%	55.7%
Percent satisfied with school-home relations	92.7%	86.4%	70.2%

* 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 17 out of 23 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

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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	770	100	25	41.3	25.4	8.4	46.1	50.9	48.2	Yes	Yes
Gender											
Male	401	100	31.9	40.7	21.5	5.9	37.2	43	41.7	N/A	N/A
Female	369	100	17.6	41.9	29.5	11	55.5	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	469	100	18.8	37.9	31.7	11.6	56.3	54.1	60	Yes	Yes
African American	243	100	39.7	46.3	11.4	2.6	25.8	35.4	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	43	100	15.8	47.4	34.2	2.6	42.1	39.2	38.4	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	123	100	57.9	35.1	7	0	12.3	16.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	11.1	48.1	37	3.7	48.1	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	386	100	36.3	43.7	17.3	2.7	31	38.8	34	No	Yes

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

All Students	770	99.9	21	41.8	20.3	16.9	47.1	50.9	45.8	Yes	Yes
Gender											
Male	401	99.8	21.6	40.8	19.2	18.4	46.4	51	45.6	N/A	N/A
Female	369	100	20.4	42.8	21.5	15.3	47.9	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	469	99.8	14.8	37.4	24.6	23.3	58.6	54.9	59	Yes	Yes
African American	243	100	35.8	47.6	12.2	4.4	25.8	28.4	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	43	100	7.9	55.3	21.1	15.8	36.8	41.7	38.1	I/S	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	123	99.2	48.7	39.8	10.6	0.9	19.5	21.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	3.7	55.6	29.6	11.1	40.7	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	386	99.7	30.6	46.3	15.2	8	32.5	38.3	31.4	No	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	515	100	39.1	33	14.5	13.3	27.9	35.1	35.7	96	96.3
Gender											
Male	268	100	37.8	30.9	15.7	15.7	31.3	37	37.4	96	96.3
Female	247	100	40.6	35.1	13.4	10.9	24.3	33.1	33.8	95.9	96.2
Racial/Ethnic Group											
White	320	100	29	33.7	18.5	18.8	37.3	38.8	49.2	95.3	96
African American	156	100	59.5	31.8	6.8	2	8.8	15.8	17	97.2	97.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	50	58	96.2	96.8
Hispanic	29	100	48.1	25.9	11.1	14.8	25.9	23.1	24.9	96.4	97.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	97.4
Disability Status											
Disabled	84	100	65.3	29.3	4	1.3	5.3	11.9	14	95.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	42.9	28.6	19	9.5	28.6	21.3	24.4	96.9	97.3
Socio-Economic Status											
Subsidized meals	258	100	53.3	31.1	9.4	6.1	15.6	24.2	21.1	95.6	95.7
Social Studies											
All Students	510	100	33.9	38.4	14	13.6	27.7	33.5	34	96	96.3
Gender											
Male	258	100	29.5	40.2	13.9	16.4	30.3	37.6	36.6	96	96.3
Female	252	100	38.3	36.7	14.2	10.8	25	29.1	31.3	95.9	96.2
Racial/Ethnic Group											
White	308	100	25.3	40.9	16.2	17.6	33.8	35.9	44.5	95.3	96
African American	165	100	48.1	35.3	11.5	5.1	16.7	20.9	19.1	97.2	97.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	96.2	96.8
Hispanic	27	100	56.5	30.4	0	13	13	23.5	27.5	96.4	97.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	97.4
Disability Status											
Disabled	76	100	45.2	41.1	11	2.7	13.7	15.8	14.4	95.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	62.5	31.3	0	6.3	6.3	21.1	27.3	96.9	97.3
Socio-Economic Status											
Subsidized meals	254	100	47.3	36.4	11.3	5	16.3	22.6	21	95.6	95.7

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

Abbreviations for Missing Data

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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	257	99.6	26.4	37.8	26.8	8.9	35.8
	7	257	100	26.5	34.9	29.4	9.2	38.7
	8	287	100	31	46.6	17.5	4.9	22.4
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	269	100	22.4	42.1	27.6	7.9	35.4
	7	257	100	26.6	40.6	26.6	6.1	32.8
	8	244	100	26	41.1	21.6	11.3	32.9
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	257	99.6	17.1	37.8	28	17.1	45.1
	7	257	99.6	18.9	37	22.3	21.8	44.1
	8	287	100	23.5	49.6	15.3	11.6	26.9
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	269	99.6	17.4	37.2	26.1	19.4	45.5
	7	257	100	21.7	40.6	17.6	20.1	37.7
	8	244	100	24.2	48.1	16.9	10.8	27.7
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	128	99.2	32.8	29.5	15.6	22.1	37.7
	7	257	100	32.8	41.2	15.1	10.9	26.1
	8	142	100	36.4	30.3	19.7	13.6	33.3
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	133	100	38.1	25.4	20.6	15.9	36.5
	7	257	100	37.7	37.3	12.3	12.7	25
	8	125	100	43.2	32.2	12.7	11.9	24.6
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	129	100	15.3	37.1	22.6	25	47.6
	7	257	100	39.1	38.7	10.9	11.3	22.3
	8	145	100	35.3	49.3	11	4.4	15.4
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	136	100	14.1	34.4	28.1	23.4	51.6
	7	255	100	48.1	26.3	11.1	14.4	25.5
	8	119	100	25.7	69	4.4	0.9	5.3

Abbreviations for Missing Data

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