



Seneca Middle

810 West South 4th Street
Seneca, SC 29678

Grades	6-8 Middle School	
Enrollment	771 Students	
Principal	Al D. LeRoy	864-886-4455
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Average
2005	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 2008-09 whose 2007-08 test scores were located

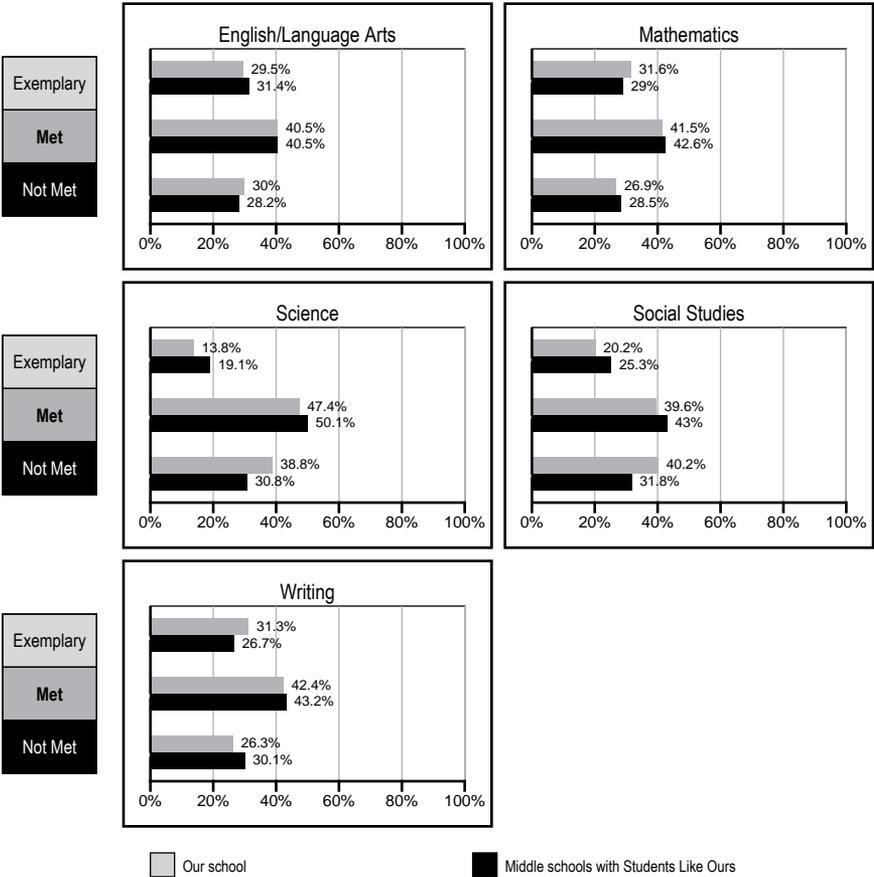
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	44	2	0

* 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	99.1%	96.7%
English 1	N/A	94.3%
Physical Science	N/A	79.1%
US History and the Constitution	N/A	N/A
All Subjects	99.1%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=771)				
Students enrolled in high school credit courses (grades 7 & 8)	62.5%	Up from 60.0%	21.5%	21.6%
Retention rate	0.3%	Down from 0.6%	1.3%	1.2%
Attendance rate	96.3%	Up from 96.0%	95.9%	95.9%
Eligible for gifted and talented	22.1%	Down from 23.2%	17.3%	14.8%
With disabilities other than speech	13.9%	Down from 15.8%	14.1%	12.6%
Older than usual for grade	1.0%	Down from 3.0%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 11.8%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	61.8%	Up from 59.3%	58.4%	56.9%
Continuing contract teachers	83.6%	Up from 78.0%	77.4%	72.7%
Teachers with emergency or provisional certificates	2.0%	Down from 8.2%	3.6%	5.3%
Teachers returning from previous year	85.5%	Down from 86.4%	85.6%	82.9%
Teacher attendance rate	94.8%	Up from 94.7%	95.5%	95.2%
Average teacher salary*	\$45,837	Up 5.3%	\$46,963	\$46,599
Professional development days/teacher	7.2 days	Down from 7.9 days	12.2 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.8 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 89.6%	90.4%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	67.5%	Down from 80.3%	97.6%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,409	Up 9.9%	\$7,353	\$7,645
Percent of expenditures for instruction**	66.7%	Down from 67.6%	63.2%	63.4%
Percent of expenditures for teacher salaries**	61.8%	Down from 62.4%	58.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** 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 merged for a fantastic 2008-2009 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 and model 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, our school was honored to receive many accolades and recognitions. Our school was a proud recipient of a 21st Century Grant that allowed us to install an extensive after school program. Through this grant, we were able to support an average of 75 students daily in their academic needs. Additionally, students were exposed to entrepreneurial skills, foreign language, and other everyday life skills. We continued our implementation of the Making Middle Grades Work frameworks during this past school year, putting in place the recommendations made from last year's Technical Assistance Visit. The 08-09 school year saw our district receive its accreditation through AdvancEd. SMS has successfully completed another year of Single Gender Instruction in our Health/PE, choral, science, and social studies departments. A Wildcat student won our district's State Superintendent Writing Contest. We had a Robotics Teams place seventh at the state-level of SC First Lego. Our Honors Chorale placed in the top five state programs for the 12th year in a row. One hundred percent of our students passed the End of Course Exam in Algebra I for the 6th consecutive year. SMS students scored over the national average on Spring MAP in language, reading, and math. Also, 63% of our 7th and 8th graders received a minimum of .5 high school credit toward a diploma this school year. Seneca Middle School has continued its partnership with Clemson University as a Center of Excellence in Inquiry Instruction in Math and Science. We have had a phenomenal 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

Dr. Debi Switzer, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	215	188
Percent satisfied with learning environment	98.0%	73.5%	75.5%
Percent satisfied with social and physical environment	98.0%	73.6%	69.9%
Percent satisfied with school-home relations	91.8%	83.1%	74.5%

* 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 23 out of 25 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. 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	766	100	30	40.5	29.5	79.2	86	82.8	Yes	Yes
Gender										
Male	376	100	38	36.9	25.1	71.8	82.7	79.3	N/A	N/A
Female	390	100	22.4	44	33.6	86.1	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	460	100	21.9	39.4	38.7	84.3	87.8	89.5	Yes	Yes
African American	234	100	46.3	42.4	11.4	68.6	76.8	73.7	Yes	Yes
Asian/Pacific Islander	16	100	20	26.7	53.3	93.3	94.9	92.3	I/S	I/S
Hispanic	53	100	28.6	46.9	24.5	79.6	80.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	110	100	61.5	34.4	4.2	46.9	62.8	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	27	100	33.3	41.7	25	77.8	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	423	100	41.5	44.3	14.2	71.1	80.7	75.5	Yes	Yes

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

All Students	766	100	29.3	44.7	26	79.3	82.8	78.9	Yes	Yes
Gender										
Male	376	100	34.6	35.5	29.9	74.4	81.2	77	N/A	N/A
Female	390	100	24.3	53.3	22.4	84	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	460	100	21.9	42.4	35.7	83.9	85.2	87.2	Yes	Yes
African American	234	100	45	46.7	8.3	69.4	68.6	66.7	Yes	Yes
Asian/Pacific Islander	16	100	20	40	40	80	89.7	93	I/S	I/S
Hispanic	53	100	26.5	55.1	18.4	83.7	79.5	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	110	100	60.4	32.3	7.3	49	54.8	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	27	100	25	52.8	22.2	86.1	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	423	100	39.6	47.8	12.7	72.4	75.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	512	100	38.8	47.4	13.8	61.2	69	67.5
Gender								
Male	254	100	45	37.8	17.2	55	67	67
Female	258	100	32.9	56.6	10.4	67.1	71.1	68
Racial/Ethnic Group								
White	295	100	29.1	51.1	19.8	70.9	73	79.5
African American	168	100	56.7	39.6	3.7	43.3	48.7	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	70.8	84.3
Hispanic	37	100	32.4	61.8	5.9	67.6	58.5	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	71	100	71	24.2	4.8	29	38.1	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	18	100	37.5	58.3	4.2	62.5	53.7	59.6
Socio-Economic Status								
Subsided meals	286	100	50.2	42.8	7.1	49.8	57.9	55.1
Social Studies								
All Students	513	99.8	40.1	39.7	20.2	59.9	71.8	72.3
Gender								
Male	258	99.6	41.8	33.2	25	58.2	72.1	71.5
Female	255	100	38.4	46.1	15.5	61.6	71.6	73.2
Racial/Ethnic Group								
White	317	99.7	32	41.8	26.3	68	74.5	80.7
African American	147	100	57.6	36.8	5.6	42.4	55.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	37	100	38.9	36.1	25	61.1	66.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	77	98.7	67.7	29.2	3.1	32.3	47.9	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	19	100	42.3	34.6	23.1	57.7	66.7	67.9
Socio-Economic Status								
Subsided meals	277	99.6	52.1	36.5	11.4	47.9	62.6	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	771	99.7	26.2	42.4	31.4	73.8	72	70.2	96.3	96.4
Gender										
Male	377	99.5	36.3	41.6	22.2	63.7	63.8	63.2	96	96.4
Female	394	100	16.6	43.3	40.1	83.4	80.5	77.5	96.6	96.3
Racial/Ethnic Group										
White	465	99.6	20.3	40.8	39	79.7	74.3	79.1	95.9	96.2
African American	236	100	39.1	45.5	15.5	60.9	59.8	57.6	96.9	97.2
Asian/Pacific Islander	16	100	18.8	18.8	62.5	81.3	83.8	86.2	98.6	97.5
Hispanic	51	100	22.4	49	28.6	77.6	65.7	62.6	96.1	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	97.5
Disability Status										
Disabled	110	98.2	73.5	22.4	4.1	26.5	26.4	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	25	100	24.3	37.8	37.8	75.7	62.8	61.2	97.3	97.2
Socio-Economic Status										
Subsidized meals	428	99.8	36	45.3	18.6	64	62.4	58.9	95.7	95.8

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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	258	100	23.7	45.3	31	76.3
	7	260	100	35.2	39.7	25.1	64.8
	8	248	100	31.1	36.6	32.4	68.9
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	258	100	28.6	46.5	24.9	71.4
	7	260	100	29.6	46.2	24.3	70.4
	8	248	100	29.8	41.2	29	70.2
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	127	100	39.7	45.5	14.9	60.3
	7	260	100	37.2	49.4	13.4	62.8
	8	125	100	41.2	45.4	13.4	58.8
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	131	100	18.5	61.3	20.2	81.5
	7	260	100	49	30.4	20.6	51
	8	122	99.2	44.1	36.4	19.5	55.9
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	259	99.6	24.3	48.6	27.1	75.7
	7	265	99.6	27.1	37.1	35.9	72.9
	8	247	100	27.3	41.7	31	72.7

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