



Sevier Middle

1000 Piedmont Park Rd
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	639 Students	
Principal	Ms. Karen Kapp	864-355-8200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

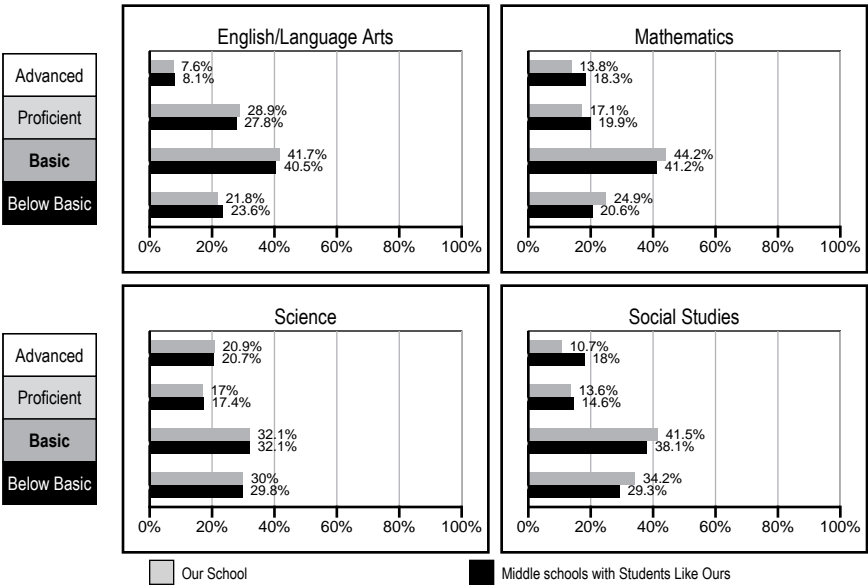
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	32	12	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	97.9
English 1	100.0	93.4
Physical Science	0	47.1
All Subjects	100.0	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=639)				
Students enrolled in high school credit courses (grades 7 & 8)	21.3%	Up from 5.8%	24.9%	19.4%
Retention rate	3.0%	Up from 1.3%	1.6%	1.8%
Attendance rate	95.7%	Up from 95.4%	95.8%	95.8%
Eligible for gifted and talented	18.7%	Down from 19.0%	20.0%	15.3%
With disabilities other than speech	16.4%	Up from 15.3%	11.7%	12.9%
Older than usual for grade	2.2%	Up from 1.4%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.6%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	46.3%	Down from 60.5%	57.9%	55.0%
Continuing contract teachers	63.4%	Down from 73.7%	74.3%	70.6%
Teachers with emergency or provisional certificates	6.7%	Up from 3.1%	4.3%	5.4%
Teachers returning from previous year	87.5%	Down from 88.5%	86.8%	83.4%
Teacher attendance rate	95.8%	Down from 96.1%	95.1%	94.9%
Average teacher salary	\$44,676	Up 2.3%	\$45,344	\$44,706
Professional development days/teacher	16.3 days	Up from 14.3 days	12.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Down from 27.2 to 1	22.5 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 89.4%	89.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 81.1%	98.6%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,325	Up 10.2%	\$6,624	\$7,097
Percent of expenditures for instruction*	63.3%	Down from 68.9%	64.8%	64.4%
Percent of expenditures for teacher salaries*	59.4%	Down from 62.8%	60.2%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Sevier Middle School students enjoy learning experiences and leadership activities that are clearly rigorous, relevant, and strengthened through positive relationships. Our teachers are committed to the success of each student and use proven strategies in the classroom to see that all students learn well. Key practices in 2007-2008 included focused reading time in each English class to build comprehension and fluency. Teachers explicitly taught content vocabulary and strategies to understand a variety of text in every subject area. Students used laptops for writing and research, Promethean Boards, and Understanding Math software. Extra support was provided for those performing significantly below their grade level peers in Reading or Math. Related arts class offerings were deepened and sequenced, all of which are now open to students at every grade level.

Families and business partners worked with students on many projects through the school year, sharing important knowledge about life choices and career opportunities. Always, the message included, "Work hard, and choose your friends well." Families participated at sports events, career fair, related arts exhibitions, music programs, Spring Fling, and community service.

All appreciated the increased use of teacher websites for weekly updates, phone messages for reminders and special events, and expanded use of our award-winning website for news, celebrations, and upcoming events. Our Guidance Clerk was named Greenville County Support Staff Member of the Year!

Student Council adopted a new Constitution, and a new Beta Club was formed. Sevier Ambassadors for the Environment (SAFE) now leads key environmental projects, including an outdoor classroom (recently adopted by Trees Greenville), a Breathe Better campaign, Recycling Matters, and Earth Day events.

As we entered school in fall 2008, students found an orderly and caring classroom structure in teams at each grade level, with extra time in Math, Science, and Social Studies to support student success. Our school is driven by a vision to foster academic excellence, create an environment where student needs are addressed, and provide equal access to high levels of learning.

We continue to encourage students to read for pleasure at least 30 minutes per day and ask that parents support this important activity at home.

Our School Improvement Council appreciates the input and support from so many of you. We look forward to a great 2008-2009 school year!

Karen M. Kapp, Principal
Sherrill Nicholson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	208	65
Percent satisfied with learning environment	77.8%	59.2%	84.4%
Percent satisfied with social and physical environment	81.1%	72.0%	73.4%
Percent satisfied with school-home relations	85.7%	80.0%	73.4%

* 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 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

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

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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	621	99.8	22.7	43	28.7	5.5	48.2	52.4	48.2	Yes	Yes
Gender											
Male	342	99.7	28.4	46.4	23.3	1.9	41	46.1	41.7	N/A	N/A
Female	279	100	15.9	39	35.2	9.8	56.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	372	99.7	14.2	43.1	35.3	7.5	58.6	62.3	60	Yes	Yes
African American	179	100	35.6	43.8	18.1	2.5	31.9	31.7	31.7	Yes	Yes
Asian/Pacific Islander	11	100	0	55.6	33.3	11.1	55.6	74.9	70.4	I/S	I/S
Hispanic	54	100	46.8	38.3	14.9	0	23.4	36.7	38.4	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	99	99	70.5	24.2	4.2	1.1	6.3	20.3	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	51	100	43.2	43.2	13.6	0	22.7	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	265	99.6	35.9	46	16.5	1.7	30.4	34.3	34	Yes	Yes

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

All Students	621	99.8	26	46.6	15.8	11.5	38.7	49.5	45.8	Yes	Yes
Gender											
Male	342	99.7	26.8	42.6	17.4	13.2	43.2	49.9	45.6	N/A	N/A
Female	279	100	25	51.5	14	9.5	33.3	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	372	99.7	16.7	46.9	19.7	16.7	47.8	59.4	59	Yes	Yes
African American	179	100	39.4	48.8	8.8	3.1	23.8	27.2	26.9	No	Yes
Asian/Pacific Islander	11	100	0	77.8	11.1	11.1	55.6	75.3	71.3	I/S	I/S
Hispanic	54	100	51.1	36.2	10.6	2.1	19.1	37.4	38.1	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	99	99	71.6	25.3	1.1	2.1	6.3	20.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	51	100	45.5	45.5	9.1	0	20.5	38.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	265	99.6	39.2	47.7	9.3	3.8	24.1	32.2	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	419	99.8	29.7	32.2	17.1	21	38.1	39.3	35.7	95.7	96.5
Gender											
Male	230	99.6	30	28.1	15.7	26.2	41.9	41.6	37.4	95.9	96.4
Female	189	100	29.3	37	18.8	14.9	33.7	36.9	33.8	95.6	96.6
Racial/Ethnic Group											
White	252	99.6	20.6	31.7	19.8	28	47.7	49.7	49.2	95.9	96.4
African American	119	100	41.7	37	11.1	10.2	21.3	18.2	17	95.7	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.7	97.7
Hispanic	36	100	63.3	16.7	13.3	6.7	20	23.7	24.9	94.5	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.8	95.3
Disability Status											
Disabled	72	98.6	68.6	21.4	5.7	4.3	10	16.3	14	94.7	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	92.1	96.4
English Proficiency											
Limited English Proficient	36	100	50	20	20	10	30	22.6	24.4	95.8	97.2
Socio-Economic Status											
Subsided meals	185	99.5	44.6	31.3	15.1	9	24.1	21.3	21.1	94.7	95.8
Social Studies											
All Students	409	99.8	34.2	41.5	13.6	10.7	24.3	38.1	34	95.7	96.5
Gender											
Male	229	99.6	30.8	41.1	13.6	14.5	28	41	36.6	95.9	96.4
Female	180	100	38.5	42	13.6	5.9	19.5	35	31.3	95.6	96.6
Racial/Ethnic Group											
White	246	99.6	26.6	40.5	17.3	15.6	32.9	46.1	44.5	95.9	96.4
African American	120	100	50	39.8	8.3	1.9	10.2	20.5	19.1	95.7	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.7	97.7
Hispanic	34	100	43.3	46.7	6.7	3.3	10	27.7	27.5	94.5	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.8	95.3
Disability Status											
Disabled	64	98.4	73.8	21.3	3.3	1.6	4.9	17.1	14.4	94.7	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	92.1	96.4
English Proficiency											
Limited English Proficient	32	100	42.9	42.9	7.1	7.1	14.3	27.6	27.3	95.8	97.2
Socio-Economic Status											
Subsided meals	176	99.4	49.7	41.4	6.4	2.5	8.9	22.8	21	94.7	95.8

* 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	201	100	34.8	47.6	15.5	2.1	17.6
	7	233	100	36.2	39.4	23.9	0.5	24.4
	8	210	99.1	36.5	49.7	12.2	1.5	13.7
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	197	100	19.8	35.7	39	5.5	44.5
	7	207	99.5	26.4	44	26.9	2.6	29.5
	8	217	100	21.8	48.5	21.4	8.3	29.6
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	201	100	26.7	44.4	17.6	11.2	28.9
	7	233	100	26.8	53.1	12.2	8	20.2
	8	210	99.5	39.4	50.5	9.1	1	10.1
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	197	100	22	31.9	19.2	26.9	46.2
	7	207	99.5	25.4	48.7	18.1	7.8	25.9
	8	217	100	30.1	57.8	10.7	1.5	12.1
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	100	100	37.6	24.7	11.8	25.8	37.6
	7	233	99.6	38	31	22.1	8.9	31
	8	105	99.1	35.4	39.4	17.2	8.1	25.3
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	101	100	36.6	19.4	17.2	26.9	44.1
	7	207	99.5	26.9	39.4	13.5	20.2	33.7
	8	111	100	28.6	30.5	23.8	17.1	41
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	101	100	33	47.9	14.9	4.3	19.1
	7	233	99.6	40.8	31.9	15	12.2	27.2
	8	104	100	31.6	58.2	7.1	3.1	10.2
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	96	100	20.2	43.8	27	9	36
	7	207	99.5	44.6	31.1	8.8	15.5	24.4
	8	106	100	26.7	59.4	10.9	3	13.9

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