



Henry L Sneed Middle

1102 Ebenezer Rd.
Florence, SC 29501

Grades	7-8 Middle School	
Enrollment	866 Students	
Principal	Tony Lunsford	843-673-1199
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average

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

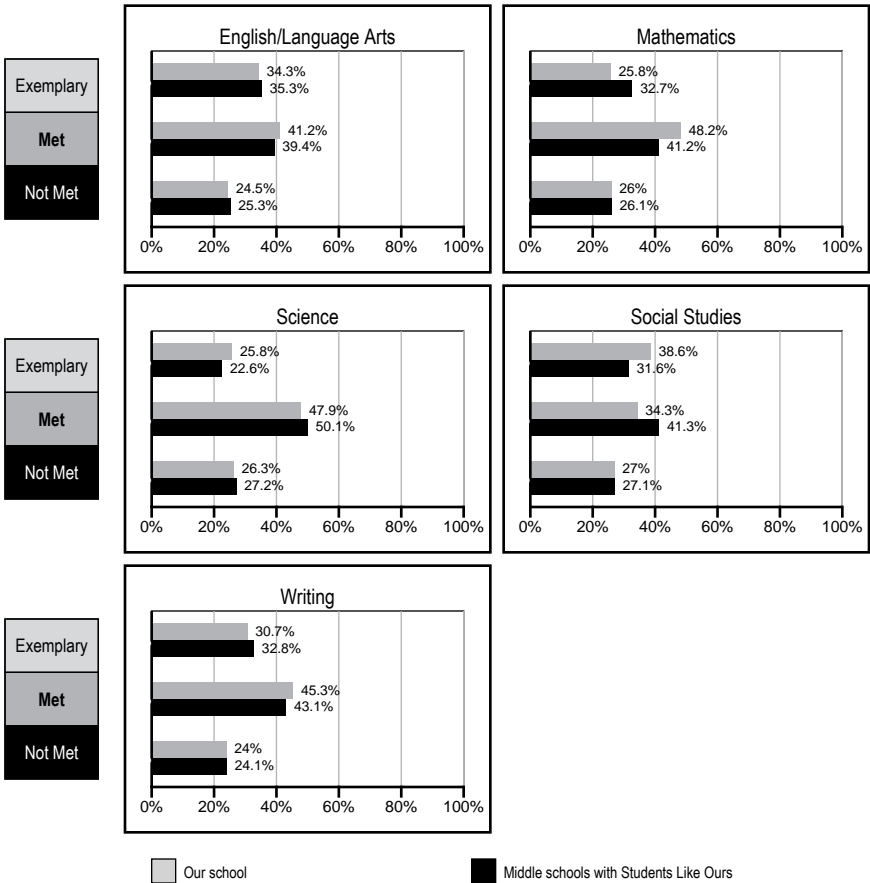
95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	28	0	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	98.4%	98.3%
English 1	100.0%	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=866)				
Students enrolled in high school credit courses (grades 7 & 8)	8.2%	Down from 8.3%	22.6%	21.6%
Retention rate	2.6%	Down from 3.7%	1.0%	1.2%
Attendance rate	95.9%	Down from 96.1%	95.9%	95.9%
Eligible for gifted and talented	11.9%	Down from 12.6%	19.5%	14.8%
With disabilities other than speech	16.7%	Up from 16.1%	11.3%	12.6%
Older than usual for grade	2.2%	Down from 2.4%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	54.4%	Down from 57.9%	56.1%	56.9%
Continuing contract teachers	80.7%	Down from 84.2%	76.0%	72.7%
Teachers with emergency or provisional certificates	3.7%	Up from 1.9%	5.6%	5.3%
Teachers returning from previous year	87.1%	Up from 84.0%	85.1%	82.9%
Teacher attendance rate	95.7%	Up from 94.4%	95.2%	95.2%
Average teacher salary*	\$47,728	Up 2.4%	\$46,696	\$46,599
Professional development days/teacher	10.6 days	Up from 6.9 days	10.2 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 26.1 to 1	21.8 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 89.6%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Down from 100.0%	98.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,465	Up 10.7%	\$6,873	\$7,645
Percent of expenditures for instruction**	66.2%	Down from 68.0%	65.1%	63.4%
Percent of expenditures for teacher salaries**	64.2%	Down from 65.7%	57.1%	57.0%

* 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

The mission of Henry L. Sneed Middle School is to prepare students to become responsible students and lifelong learners in an atmosphere that is conducive to learning. Sneed is a nationally accredited institution accredited by the Commission on International and Trans-Regional Accreditation and is regionally accredited by the Southern Association of Colleges and Schools.

While we celebrate the accomplishments of both our students and teachers, we continue striving to improve our areas of need. One of our most ambitious improvement initiatives was the successful implementation of Making Middle Grades Work (MMGW). This initiative was started during the 2005-2006 school year. Throughout the course of MMGW, we were able to successfully enhance the caliber of classroom instruction through the utilization of research-based techniques. One such technique has been the use of differentiated instructional methods in daily classroom instruction. This means that a variety of strategies are used in daily classroom instruction to address the various needs of the students.

Recent technological improvements have also led to student success. Since 2005, Sneed Middle School has been actively purchasing and utilizing SMART Interactive boards. These boards enable students to interact with whatever is displayed on them. In addition to the SMART Boards, Sneed has also recently acquired a number of DuKane Document and two SMART Document Cameras. These cameras, like the boards, allow for more meaningful student interaction and instruction.

Communication has served, and continues to serve, as a major component of success at Sneed Middle School. Utilizing e-mail, parent conferences, newsletters, marquees at both the front and rear of the school, as well as the parent link telephone system, enables accurate communication to parents and community members in regard to their children and upcoming school events.

Sneed Middle School proudly celebrates the successes, innovations, and accomplishments of our school. Some of these are: Participation in Southern Regional Educational Board's (SREB) Making Middle Grades Work program; implementation of Education & Economic Development Act (EEDA) through the use of a career education program for all 8th grade students; PASS remediation classes for English/Language Arts; implementation of school-wide discipline plan to enhance student attendance and achievement; enhancements of technology that includes Compass Odyssey Learning, acquisition and use of Smart Boards to enhance classroom instruction, and the utilization of TI Inspire calculators in the 8th grade Algebra I classes; and SMS has also recently acquired more Dukane and Smart Tech Document Cameras to enhance student participation in classroom instruction.

In addition, Sneed Middle School celebrates the successes of our students and faculty: Mrs. Katherine Stone was named teacher of the year, one student was State Superintendent of Education's Writing Award winner, another student was recognized as a Duke Tip Scholar, and twenty-two students were recognized as Junior Scholars.

Based on the successful foundations laid during the past year, Sneed Middle School is eagerly looking forward to an extremely successful 2009-2010 school year in both academics and community/parent relations.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	407	272
Percent satisfied with learning environment	83.0%	64.3%	76.1%
Percent satisfied with social and physical environment	95.7%	71.4%	75.5%
Percent satisfied with school-home relations	71.1%	78.3%	70.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	853	99.2	25.2	41.8	33.1	83.4	85	82.8	Yes	Yes
Gender										
Male	418	98.6	29.4	38.4	32.3	79.6	82.3	79.3	N/A	N/A
Female	435	99.8	21.2	44.9	33.8	86.9	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	454	98.9	14.8	42.6	42.6	91.3	91.7	89.5	Yes	Yes
African American	362	99.5	38.8	40.1	21.1	73	78.3	73.7	Yes	Yes
Asian/Pacific Islander	13	100	23.1	46.2	30.8	100	97.4	92.3	I/S	I/S
Hispanic	17	100	37.5	37.5	25	62.5	83.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	147	97.3	59.4	30.8	9.8	48.9	58.8	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	374	99.5	38.6	39.8	21.6	71.6	78.6	75.5	Yes	Yes

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

All Students	853	99.4	27.5	50.6	21.9	82.3	79	78.9	Yes	Yes
Gender										
Male	418	99	28.7	46.3	25	80	77	77	N/A	N/A
Female	435	99.8	26.4	54.6	19	84.4	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	454	99.3	17.3	51.5	31.1	92.5	88.6	87.2	Yes	Yes
African American	362	99.5	41.6	49.4	9	68	69.3	66.7	Yes	Yes
Asian/Pacific Islander	13	100	7.7	38.5	53.8	100	97.4	93	I/S	I/S
Hispanic	17	100	31.3	62.5	6.3	81.3	82.6	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	147	97.3	63.9	27.1	9	47.4	47.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	374	99.5	39.5	49.1	11.4	70.4	70.6	70.2	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	629	98.4	25.4	47.9	26.7	74.6	67.8	67.5
Gender								
Male	310	97.7	27.2	41.2	31.5	72.8	68.2	67
Female	319	99.1	23.7	54.2	22	76.3	67.3	68
Racial/Ethnic Group								
White	338	98.8	14.2	48.9	36.9	85.8	81.5	79.5
African American	266	97.7	40.3	48.1	11.6	59.7	54.2	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	109	94.5	59.2	27.6	13.3	40.8	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	288	98.3	40.6	43.4	16	59.4	55.3	55.1
Social Studies								
All Students	629	98.3	26.5	34.3	39.3	73.5	72.3	72.3
Gender								
Male	295	97.6	27.3	27.3	45.3	72.7	71.7	71.5
Female	334	98.8	25.7	40.2	34.1	74.3	73	73.2
Racial/Ethnic Group								
White	325	99.1	18.1	31.3	50.6	81.9	81.7	80.7
African American	274	97.1	37.7	38.9	23.4	62.3	62.4	60
Asian/Pacific Islander	12	100	16.7	8.3	75	83.3	89.5	88.5
Hispanic	13	100	33.3	50	16.7	66.7	76.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	92	94.6	51.3	26.3	22.5	48.8	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	283	97.5	41	34.1	24.9	59	61.8	62.1

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
Writing										
All Students	856	98	23.7	45.5	30.9	76.3	72.6	70.2	95.9	95.6
Gender										
Male	419	96.9	31.1	43.3	25.6	68.9	66	63.2	95.5	95.4
Female	437	99.1	16.9	47.5	35.7	83.1	79.3	77.5	96.4	95.8
Racial/Ethnic Group										
White	451	99.1	16.6	42.8	40.7	83.4	80.9	79.1	96.1	95.5
African American	367	96.5	33.2	48.8	18	66.8	64.1	57.6	95.7	95.7
Asian/Pacific Islander	13	100	15.4	46.2	38.5	84.6	89.1	86.2	98	97.5
Hispanic	17	100	29.4	47.1	23.5	70.6	71.6	62.6	94.5	95.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.2	68.7	97.3	95.9
Disability Status										
Disabled	147	90.5	69.8	24.6	5.6	30.2	30.9	26.1	94.7	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.3	61.2	97.5	96.1
Socio-Economic Status										
Subsided meals	382	97.1	35.8	46	18.2	64.2	62.9	58.9	95	95

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 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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	410	99.8	24.9	38.5	36.6	75.1
	8	443	98.7	25.4	44.8	29.8	74.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	410	99.8	27.1	51.5	21.5	72.9
	8	443	99.1	27.9	49.8	22.3	72.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	409	99.5	23.7	50.8	25.5	76.3
	8	220	96.4	28.8	42.4	28.8	71.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	410	99.3	31.6	27.6	40.8	68.4
	8	219	96.4	16.9	46.8	36.3	83.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	412	98.5	22.3	42.4	35.3	77.7
	8	444	97.5	25	48.3	26.7	75

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample