



HENRY L SNEED MIDDLE

1102 Ebenezer Rd.
Florence, SC 29501

Grades	7-8 Middle School	
Enrollment	825 Students	
Principal	Tony Lunsford	843-673-1199
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	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

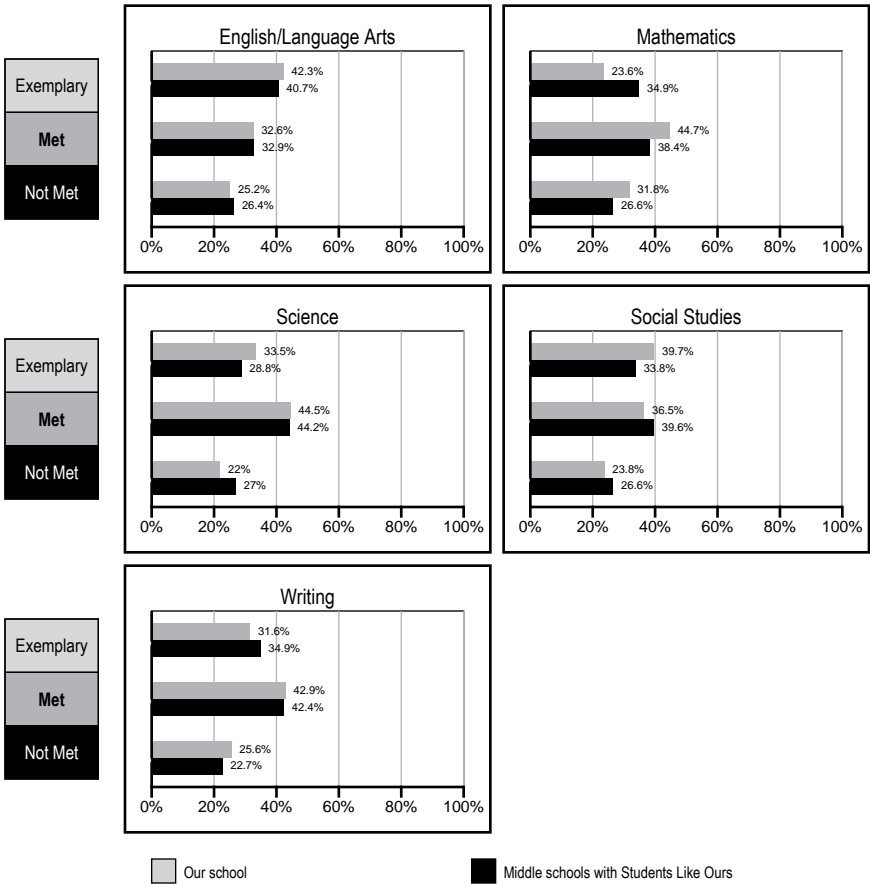
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	18	0	1

* 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%	98.6%
English 1	100.0%	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=825)				
Students enrolled in high school credit courses (grades 7 & 8)	8.2%	No Change	33.6%	24.2%
Retention rate	1.5%	Down from 2.6%	0.6%	0.7%
Attendance rate	95.9%	No Change	96.0%	95.9%
Eligible for gifted and talented	13.4%	Up from 11.9%	20.9%	16.4%
With disabilities other than speech	15.9%	Down from 16.7%	11.2%	12.0%
Older than usual for grade	2.3%	Up from 2.2%	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Down from 2.3%	0.5%	0.5%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	53.7%	Down from 54.4%	60.0%	58.5%
Continuing contract teachers	85.2%	Up from 80.7%	82.1%	80.0%
Teachers with emergency or provisional certificates	3.9%	Up from 3.7%	3.7%	4.0%
Teachers returning from previous year	88.4%	Up from 87.1%	86.5%	84.6%
Teacher attendance rate	95.7%	No Change	95.2%	95.4%
Average teacher salary*	\$48,314	Up 1.2%	\$46,921	\$46,561
Professional development days/teacher	5.5 days	Down from 10.6 days	9.8 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 24.5 to 1	21.8 to 1	21.1 to 1
Prime instructional time	91.2%	No Change	90.2%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 95.4%	96.9%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,861	Up 6.1%	\$7,220	\$7,802
Percent of expenditures for instruction**	66.1%	Down from 66.2%	64.6%	63.8%
Percent of expenditures for teacher salaries**	64.4%	Up from 64.2%	61.5%	60.0%

* 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

2009-2010 Sneed Middle School Report of Principal & School Improvement Council

Sneed Middle School is extremely proud of the academic accomplishments by both the students and faculty. This year's State Test (PASS) results are the highest they have been in recent years. We were able to maintain our overall School Report Card rating of "Average," while improving our Growth Rating from "At-Risk" to "Average." Overall our student PASS Test Results in each core subject area were higher than those of the State of South Carolina averages.

Sneed Middle School is into year five of Making Middle Grades Work (MMGW). This initiative was started during the 2005-2006 school year. Throughout the course of MMGW, we have been able to successfully enhance the caliber of classroom instruction through the utilization of research based techniques such as the continuation of the use of Differentiated Instruction and accelerated use of technology. Since 2005, Sneed Middle School has been actively purchasing and utilizing SMART Interactive boards, SMART Document Cameras, and a recent addition of 2 SMART Student Response Systems. In addition, Sneed has also purchased additional lap-top computers for teacher and student use. The year also saw the introduction of building-wide WiFi access, which enables the teachers and students to access the internet via wireless technology.

Aside from technological improvements, SMS has also established per MMGW four focus teams in the areas of Leadership, Data, Professional Development, and Literacy. These teams are comprised of teachers and administrators. Each team developed a short term goal to be implemented during the 2010-2011 school year, and an on-going long term goal. The purpose of these focus team is to ensure that SMS continues to develop and improve on the success of the first four years of the MMGW program.

Sneed Middle School proudly celebrates the successes, innovations, and accomplishments of our school. Some of these are:

- Continuation of Education & Economic Development Act (EEDA) through the use of a career education program for all 8th grade students.
- Continued use of school wide discipline plan to enhance student attendance and achievement through a reduction of discipline referrals & Summer School Attendees.
- Enhancements of technology that includes the purchase of SMART Response systems and additional Lap-Top computers for both faculty and student use.
- Building –Wide WiFi overlay.
- Development of a student homework/parent training center.
- Reimplementation of an Academic Afterschool program designed to enhance student achievement through small group instruction and homework/make-up work support.

In addition, Sneed Middle School celebrates the successes of our students and faculty:

- Mr. Billy Andrews was named teacher of the year, as well as, the Daughters of the American Revolution State Social Studies Teacher of the Year.
- Grant Billings was named State Superintendent's of Education Writing Award winner.
- Eight 7th grade students were recognized as a Duke TIP Scholar.
- Grant Billings received additional State Duke TIP Recognition Honors.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	371	211
Percent satisfied with learning environment	82.5%	63.4%	82.2%
Percent satisfied with social and physical environment	94.7%	69.1%	77.0%
Percent satisfied with school-home relations	73.7%	82.6%	72.7%

* 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 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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	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

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

All Students	810	99.8	26.2	33.2	40.5	81	84.6	83.5	Yes	Yes
Gender										
Male	385	99.7	28.5	30.4	41	77.7	82.1	80.1	N/A	N/A
Female	424	99.8	24.1	35.8	40	84.1	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	433	100	16.7	31.9	51.4	89.4	90.9	89.6	Yes	Yes
African American	340	99.4	39.5	35	25.4	69.5	78.5	74.6	Yes	Yes
Asian/Pacific Islander	20	100	18.8	18.8	62.5	87.5	95.3	92.7	I/S	I/S
Hispanic	13	100	30.8	38.5	30.8	76.9	85.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	126	99.2	53.4	28	18.6	52.5	56.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	28.6	28.6	42.9	85.7	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	376	99.5	38.8	32.3	28.9	68.8	79.2	76.9	Yes	Yes

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

All Students	810	99.5	32.9	46.1	21	79.2	78.9	80.4	Yes	Yes
Gender										
Male	385	99.5	33.8	44.4	21.8	78.2	77.1	78.4	N/A	N/A
Female	424	99.5	32.2	47.6	20.2	80	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	433	100	22.5	48.4	29.1	88.5	88.2	87.8	Yes	Yes
African American	340	98.8	48.2	42.4	9.4	66	69.8	69.3	Yes	Yes
Asian/Pacific Islander	20	100	12.5	37.5	50	87.5	96.9	93.5	I/S	I/S
Hispanic	13	100	N/A	N/A	N/A	76.9	81.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
Disability Status										
Disabled	126	99.2	72	18.6	9.3	43.2	46.5	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	14.3	42.9	42.9	85.7	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	376	98.9	44.7	45	10.3	68.7	71.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	608	99.2	21.1	44.2	34.7	78.9	67.8	67.3
Gender								
Male	295	98.6	22.1	38.8	39.1	77.9	68.4	66.9
Female	313	99.7	20.3	49.3	30.4	79.7	67.2	67.7
Racial/Ethnic Group								
White	324	99.4	11.6	43.1	45.3	88.4	82.4	79.6
African American	252	98.8	35.2	44.1	20.7	64.8	53.3	49.7
Asian/Pacific Islander	17	100	13.3	40	46.7	86.7	86.7	84.4
Hispanic	11	100	18.2	72.7	9.1	81.8	70.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	98	98	48.3	36	15.7	51.7	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	15	100	14.3	57.1	28.6	85.7	70.1	58.6
Socio-Economic Status								
Subsidized meals	271	98.5	32.4	43.5	24.1	67.6	57	55.4
Social Studies								
All Students	602	99.5	23.7	36	40.4	76.3	71	70.9
Gender								
Male	294	99.3	24.6	31.4	43.9	75.4	70.6	70.1
Female	307	99.7	22.8	40.3	36.9	77.2	71.4	71.7
Racial/Ethnic Group								
White	328	100	18.4	31.8	49.8	81.6	80.2	79.2
African American	249	99.2	30.5	43.8	25.7	69.5	62.1	58.4
Asian/Pacific Islander	13	100	25	8.3	66.7	75	91.2	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	96	99	50.6	29.2	20.2	49.4	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	33.3	16.7	50	66.7	73.6	68
Socio-Economic Status								
Subsidized meals	284	99.3	33.7	38.3	28	66.3	62.2	60.8

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	813	97.3	25.2	43.1	31.7	74.8	73	72.1	95.9	95.8
Gender										
Male	388	96.1	33.1	40.6	26.2	66.9	66	65.2	95.4	95.6
Female	425	98.4	18	45.4	36.7	82	80.3	79.2	96.4	95.9
Racial/Ethnic Group										
White	434	98.6	17.5	42.3	40.2	82.5	81.4	80.8	95.9	95.6
African American	342	95.3	36.2	43.8	20.1	63.8	64.8	59.7	95.9	95.8
Asian/Pacific Islander	19	100	22.2	33.3	44.4	77.8	90.1	87	97.7	97.5
Hispanic	14	100	14.3	64.3	21.4	85.7	69.7	64.6	93.5	94.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.5	73.4	95	97
Disability Status										
Disabled	124	87.1	63.5	30.8	5.8	36.5	30.8	27.7	94.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	26.7	46.7	26.7	73.3	66.7	63.7	97.4	96.1
Socio-Economic Status										
Subsidized meals	382	95.8	35.6	44.3	20.1	64.4	64.9	61.9	95.2	95.3

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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	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	99.7	25.4	44.8	29.8	74.6
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	405	99.8	18.8	33.6	47.7	81.3
	8	405	99.8	33.7	32.9	33.4	66.3
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
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	405	99.8	27.1	46.1	26.8	72.9
	8	405	99.3	38.8	46.1	15.1	61.2
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	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
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	404	99.5	18.5	48.3	33.2	81.5
	8	204	98.5	26.3	36.1	37.6	73.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	403	100	21.9	38	40.1	78.1
	8	199	98.5	27.4	31.7	40.9	72.6
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
2010	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	408	97.1	25.2	40.9	33.9	74.8
	8	405	97.5	25.1	45.3	29.6	74.9

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