

HENRY L SNEED MIDDLE

1102 Ebenezer Rd.
Florence, SC 29501

Grades	7-8 Middle School	
Enrollment	852 Students	
Principal	Tony Lunsford	843-673-1199
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Good**
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	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 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.

http://ed.sc.gov
http://.eoc.sc.gov

HENRY L SNEED MIDDLE 11/09/11-2101050

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

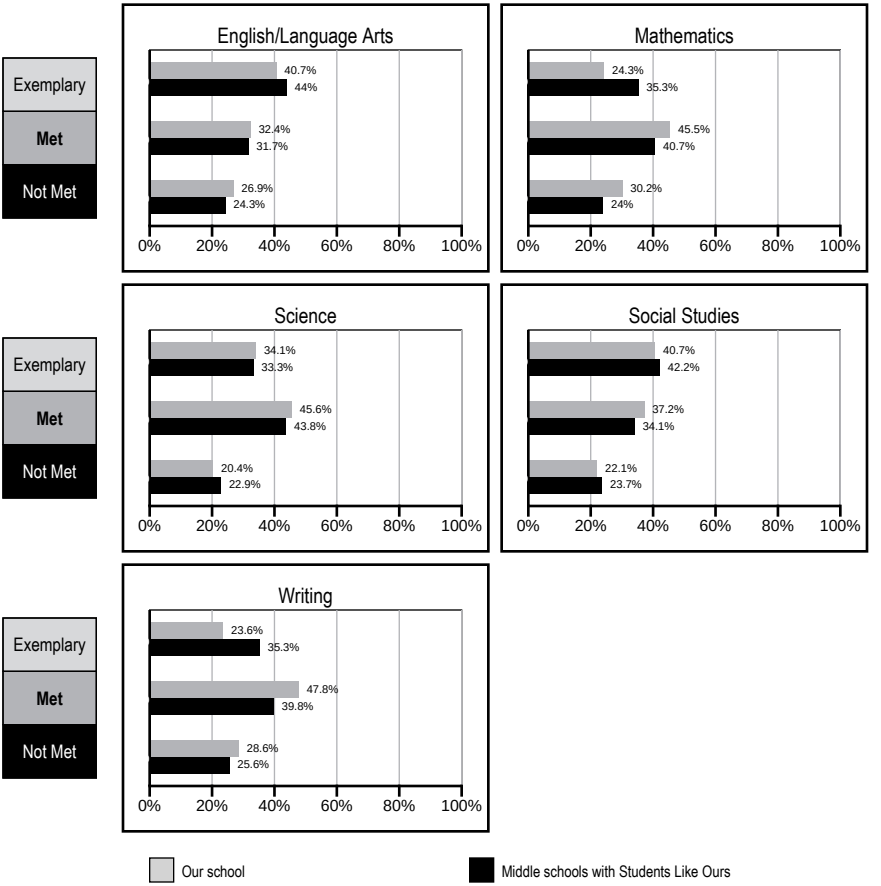
Percent of students tested in 2010-11 whose 2009-10 test scores were located	95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	19	7	1	0

* Ratings are calculated with data available by 11/09/2011.

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%	97.4%
English 1	100.0%	96.4%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	24.5%
US History and the Constitution	N/A	100%
All Subjects	100.0%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=852)				
Students enrolled in high school credit courses (grades 7 & 8)	9.9%	Up from 8.2%	31.3%	24.5%
Retention rate	1.3%	Down from 1.5%	0.4%	0.7%
Attendance rate	96.1%	Up from 95.9%	96.2%	95.9%
Served by gifted and talented program	16.3%	Up from 13.4%	24.7%	17.8%
With disabilities other than speech	11.3%	Down from 15.9%	8.3%	9.2%
Older than usual for grade	2.0%	Down from 2.3%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.6%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	62.3%	Up from 53.7%	60.5%	60.0%
Continuing contract teachers	90.6%	Up from 85.2%	83.3%	82.6%
Teachers returning from previous year	91.5%	Up from 88.4%	88.2%	85.6%
Teacher attendance rate	94.3%	Down from 95.7%	95.4%	95.3%
Average teacher salary*	$48,735	Up 0.9%	$46,837	$46,300
Professional development days/teacher	8.0 days	Up from 5.5 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.1 to 1	22.8 to 1	21.5 to 1
Prime instructional time	89.4%	Down from 91.2%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 96.6%	99.2%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	$7,347	Up 7.1%	$6,969	$7,634
Percent of expenditures for instruction**	66.2%	Up from 66.1%	65.1%	64.0%
Percent of expenditures for teacher salaries**	64.8%	Up from 64.4%	63.5%	61.2%

* 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

Since its doors opened in 1994, Henry L. Sneed Middle School has provided a well-rounded education to thousands of 7th and 8th grade students in Florence School District One.

We are proud of the accomplishments of our students and teachers, both in and out of the classroom. We continue to pursue academic improvement through the Making Middle Grades Work Program. Since its' implementation in the 2005-2006 school year, Sneed continues to make measurable improvement in its students' test scores, including the standardized MAP and PACT (now PASS) test scores. Our faculty strives to enhance and refine classroom instruction techniques to keep up with observed changes in the way students learn, particularly in the area of technology. All instructional classrooms now utilize interactive SMART boards to enhance the learning experience. With financial support from community partners and The Association of Parents and Teachers (APT), Sneed now has four completed computer labs. These labs allow all students to improve their technology skills, particularly those who may not have access to computers at home. In the future we hope to acquire iPads for our computer labs in an effort to keep our students current in the use of emerging technologies.

Our school's efforts at academic improvement are being rewarded. Destiny Waldrop was the FSD1 8th grade winner of the State School Superintendent's Writing Award Program for 2010-2011. Sneed Middle School students Kristan Holiday and Elijah Casey took first and second place respectively in The National Career Development Association Poster Category. In the Poetry Division, Kiana Lowery and Kelsey Luckey took 1st and 2nd place respectively. David Lu was the 1st runner up out of 29 participating schools in this year's Pee Dee Regional Spelling Bee. This year the Pee Dee Education Center recognized 33 Sneed students as South Carolina Junior Scholars. To help develop well-rounded students outside the classroom, Sneed offers numerous extracurricular programs, including Beta Club, Student Government Association (SGA), Delta Academy Girls, Fellowship of Christian Athletes and various athletic teams. Through these programs, Sneed students participated in a can food drive for the House of Hope, Pasta for Pennies, Hearts to Haiti and The Samaritan's Purse Shoebox Project.

Sneed Middle School is particularly proud of its charitable endeavors. During Operation Christmas Tree, our expansive entrance hall was filled with toys, gifts and other Christmas goodies to help bring Christmas joy to underprivileged children and families. In Sneed's latest project, over 500 books were donated in support of "Story Books for Samoa", a reading initiative established by one of our teachers, Mrs. Janet Blaich. Mrs. Blaich's daughter teaches English in American Samoa and her school was the recipient of this gift. The outpouring of generosity and caring exhibited by Sneed students and parents this year was truly amazing.

By providing an enriched academic, social and extracurricular learning environment, Sneed Middle School continues to develop academically prepared and successful students. It is our ongoing quest to fulfill our mission to prepare students to become responsible citizens and lifelong learners in an atmosphere that is conducive to learning.

Tony Lunsford, Principal
Kendall Hiller, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	354	208
Percent satisfied with learning environment	66.7%	75.2%	81.6%
Percent satisfied with social and physical environment	87.2%	79.1%	76.7%
Percent satisfied with school-home relations	69.2%	83.9%	74.0%

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

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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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HENRY L SNEED MIDDLE										11/09/11-2101050
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 = 79.4% (Met or Exemplary)										
All Students	837	98.7	27	32.3	40.7	82.2	84.3	82.4	Yes	Yes
Gender										
Male	428	98.4	32.9	29.2	37.8	77.1	81.6	78.7	N/A	N/A
Female	409	99	20.8	35.6	43.6	87.5	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	463	99.6	17.4	28.7	53.9	90	90.6	88.9	Yes	Yes
African American	339	97.4	39.8	38.8	21.4	72.2	78.2	72.9	No	Yes
Asian/Pacific Islander	14	100	35.7	14.3	50	85.7	95.5	93	I/S	I/S
Hispanic	18	100	41.2	29.4	29.4	58.8	85.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	158	93	69.8	22.3	7.9	43.2	54.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	29.2	29.2	41.7	83.3	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	383	97.9	39.5	37.2	23.3	71.9	78.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	837	98.7	30.3	45.3	24.4	83.2	81.6	81.9	Yes	Yes
Gender										
Male	428	98.4	32.7	44.5	22.9	81.1	79.2	79.9	N/A	N/A
Female	409	99	27.8	46.2	26	85.5	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	463	99.6	19.4	47.2	33.4	90.9	90.1	88.9	Yes	Yes
African American	339	97.4	46.3	42.7	11	71.8	73.3	71.4	Yes	Yes
Asian/Pacific Islander	14	100	14.3	42.9	42.9	92.9	97	94.6	I/S	I/S
Hispanic	18	100	41.2	47.1	11.8	82.4	85.6	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	158	93	67.6	27.3	5	48.9	49.2	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	29.2	45.8	25	91.7	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	383	97.9	44.9	42	13.1	71.9	74.9	74.9	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	636	98.4	20.3	45.5	34.2	79.7	69.7	68.6
Gender								
Male	329	97.9	22.2	44.4	33.4	77.8	70	68.3
Female	307	99	18.3	46.7	34.9	81.7	69.4	68.9
Racial/Ethnic Group								
White	353	99.4	12	41.5	46.5	88	83.9	80.7
African American	257	96.9	31.3	54.1	14.6	68.7	56.4	51.4
Asian/Pacific Islander	11	100	18.2	18.2	63.6	81.8	87.1	85.3
Hispanic	12	100	45.5	18.2	36.4	54.5	69.7	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	119	93.3	57.7	28.8	13.5	42.3	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	17	100	27.8	11.1	61.1	72.2	72.7	60.7
Socio-Economic Status								
Subsidized meals	295	97.3	30.7	49.6	19.6	69.3	58.7	57.3
Social Studies								
All Students	639	98.3	22.2	37.1	40.6	77.8	72.8	72.5
Gender								
Male	327	97.9	22.1	34.9	43	77.9	72.3	72
Female	312	98.7	22.3	39.5	38.1	77.7	73.4	73.1
Racial/Ethnic Group								
White	343	99.4	17	32.7	50.3	83	81.2	81
African American	267	96.6	28.8	46.3	25	71.3	64.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	17	100	50	12.5	37.5	50	74.1	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	73.5
Disability Status								
Disabled	122	91	64.1	26.2	9.7	35.9	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	19	100	15	20	65	85	81.6	69.7
Socio-Economic Status								
Subsidized meals	295	97.3	31.8	39	29.2	68.2	64.6	62.9

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HENRY L SNEED MIDDLE										11/09/11-2101050
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	399	98.3	28	48.2	23.8	72	73.8	73.2	96.1	95.9
Gender										
Male	202	97.5	36.6	43.8	19.6	63.4	67.8	67.2	95.8	95.8
Female	197	99	19.1	52.7	28.2	80.9	79.8	79.4	96.3	96.1
Racial/Ethnic Group										
White	231	99.6	19	49.6	31.4	81	82	81.5	96.1	95.7
African American	153	96.1	39.7	48.2	12.1	60.3	66	61.3	96	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	80	87	98	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.3	66.7	93.7	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	93.5	95.3
Disability Status										
Disabled	75	93.3	73.9	21.7	4.3	26.1	28	26	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.5	65.7	95.8	96
Socio-Economic Status										
Subsidized meals	176	96.6	41.7	41.1	17.2	58.3	65.2	63.2	95.4	95.5

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HENRY L SNEED MIDDLE							11/09/11-2101050
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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	441	97.7	26.4	33.5	40.1	73.6
	8	396	99.8	27.7	31.1	41.3	72.3
Mathematics							
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
2011	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	441	97.7	30.8	38.1	31.1	69.2
	8	396	99.8	29.8	53	17.2	70.2
Science							
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
2011	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	439	98.2	19.8	50.1	30.1	80.2
	8	197	99	21.5	35.6	42.9	78.5

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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							
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
2011	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	440	97.7	24	33.6	42.4	76
	8	199	99.5	18.4	44.7	36.8	81.6
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	399	98.3	28	48.2	23.8	72

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