



Sevier Middle

1000 Piedmont Park Rd
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	588 Students	
Principal	Ms. Karen Kapp	864-355-8200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

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	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
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

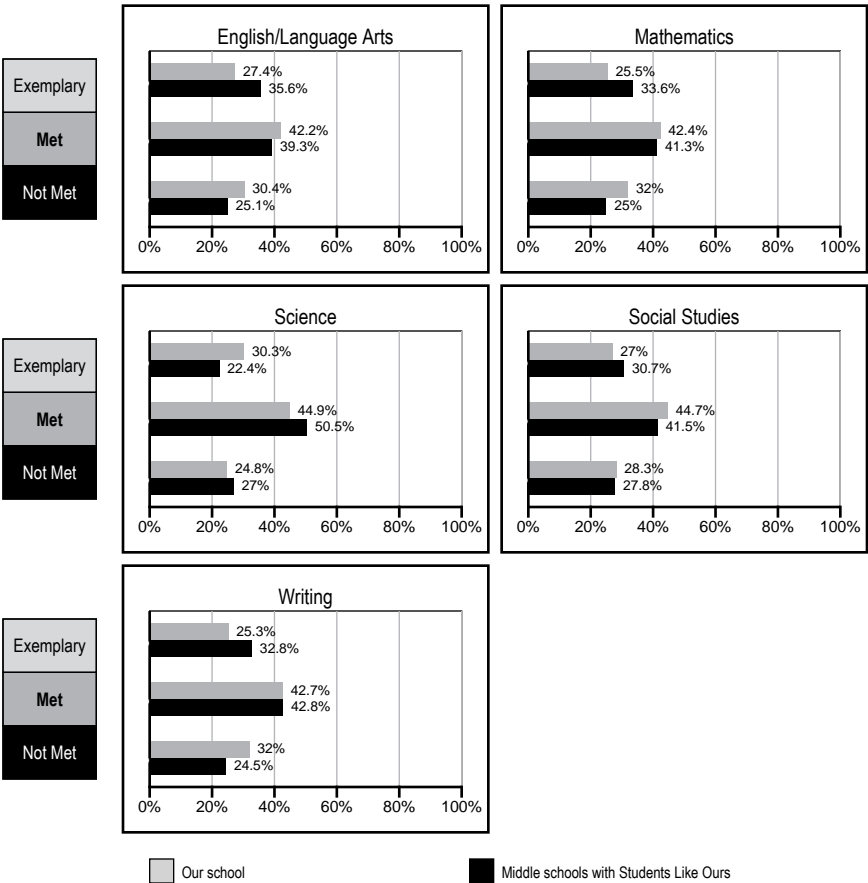
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	31	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	100.0%	98.5%
English 1	100.0%	98.2%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=588)				
Students enrolled in high school credit courses (grades 7 & 8)	16.5%	Down from 21.3%	25.8%	21.6%
Retention rate	0.7%	Down from 3.0%	1.1%	1.2%
Attendance rate	95.9%	Up from 95.7%	96.0%	95.9%
Eligible for gifted and talented	16.3%	Down from 18.7%	19.6%	14.8%
With disabilities other than speech	15.8%	Down from 16.4%	11.3%	12.6%
Older than usual for grade	0.9%	Down from 2.2%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Up from 46.3%	57.9%	56.9%
Continuing contract teachers	74.4%	Up from 63.4%	76.2%	72.7%
Teachers with emergency or provisional certificates	6.1%	Down from 6.7%	5.5%	5.3%
Teachers returning from previous year	84.8%	Down from 87.5%	84.9%	82.9%
Teacher attendance rate	95.7%	Down from 95.8%	95.1%	95.2%
Average teacher salary*	\$46,285	Up 3.6%	\$46,951	\$46,599
Professional development days/teacher	16.0 days	Down from 16.3 days	10.8 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	22.9 to 1	Down from 27.0 to 1	21.9 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 89.9%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	98.7%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,748	Up 6.7%	\$6,934	\$7,645
Percent of expenditures for instruction**	62.2%	Down from 63.3%	64.2%	63.4%
Percent of expenditures for teacher salaries**	57.2%	Down from 59.4%	57.2%	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

Sevier Middle School and its School Improvement Council are pleased to share the progress that we made during the 2008-2009 school year. Our vision to become a highly effective middle school focused our efforts to increase achievement and positive engagement in school. All students learned a common set of comprehension strategies to help them learn in many settings and continued to read high-quality literature and non-fiction. Sevier won its second Greenville Drive Reading Challenge and the district-wide Battle of the Books!

We celebrated our State Report Card improvement to the Average levels in 2008, honored students who made significant gains, and kept an eye on the evidence that confirmed our on-going improvement. Our MAP test performance in spring of 2009 was the highest we have ever posted, in every area!

While teachers and members of the School Improvement Council studied student advocacy, those in the classroom pursued their own ideas about school structures that promote success. The wellness break that we now enjoy at the end of lunch is a result of the best thinking of parents, teachers, and students and the legacy of a successful 2008-09.

We are no longer the "best kept secret in Greenville." Throughout the county and our state, Sevier ranks at the top of the class on many measures of school effectiveness. We provide a strong academic and enrichment program, and give care and attention to the needs of our students. We structure our programs to encourage best performance and a healthy school experience and consciously advocate for the success of each student who attends.

We are grateful for so many in the community who contribute to a great experience for our students. Local businesses, to include our parents' workplaces, host student shadows, give presentations, and share their craft in our Career Fair. Our PTA supports students and teachers, sponsors talent shows, and brings families together at Spring Fling. Our athletic programs encourage leadership, while Red Cross training and our environmental projects provide a high level of relevant learning. Student Council, Beta Club, and Jr. Honor Society members encourage service to and support of others. These organizations point the way as our school supports those who require our help.

Through Reflections entries, Juried Arts Exhibits, Spring Sing, school plays, our Falcon Facts newsletter, and two issues of SOARING, our students share their talents, their heart, and their voice.

Listen and smile, as our students shout proudly to the world, "Sevier is a great place to go to school, and I am a better person for the experience I have had!" Here is to a great 2009-2010.

Karen M Kapp, Principal
Vickie Failor, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	174	57
Percent satisfied with learning environment	97.3%	70.1%	82.5%
Percent satisfied with social and physical environment	97.4%	74.3%	71.4%
Percent satisfied with school-home relations	94.6%	79.0%	71.4%

* 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 27 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. 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.9%	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	588	100	31.4	42.8	25.8	78.8	84	82.8	Yes	Yes
Gender										
Male	335	100	36.3	38.6	25.1	74.6	80.8	79.3	N/A	N/A
Female	253	100	24.7	48.5	26.8	84.4	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	340	100	20.3	45	34.7	88.1	89.5	89.5	Yes	Yes
African American	172	100	45.2	41.3	13.5	66.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	13	100	33.3	50	16.7	75	93	92.3	I/S	I/S
Hispanic	62	100	57.4	31.5	11.1	59.3	74.8	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	93	100	71.6	21.6	6.8	43.2	52.5	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	53	100	56.9	37.3	5.9	58.8	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	276	100	43.8	41.8	14.5	69.9	74.4	75.5	Yes	Yes

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

All Students	588	100	34.5	43.7	21.8	74.9	80.9	78.9	Yes	Yes
Gender										
Male	335	100	36.3	41.5	22.2	73.3	79.6	77	N/A	N/A
Female	253	100	32	46.8	21.2	77.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	340	100	25.6	42.5	31.9	82.5	87	87.2	Yes	Yes
African American	172	100	49.7	42.6	7.7	61.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	13	100	16.7	75	8.3	83.3	94.3	93	I/S	I/S
Hispanic	62	100	48.1	46.3	5.6	66.7	75.3	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	93	100	77.3	19.3	3.4	33	48.1	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	53	100	45.1	52.9	2	66.7	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	276	100	46.2	45.8	8	65.9	70.5	70.2	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	395	100	24.8	44.9	30.3	75.2	71.3	67.5
Gender								
Male	232	100	25.8	42.3	31.9	74.2	70.8	67
Female	163	100	23.3	48.7	28	76.7	71.8	68
Racial/Ethnic Group								
White	231	100	14.7	47	38.2	85.3	79.5	79.5
African American	111	100	41.6	41.6	16.8	58.4	53	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	43	100	37.1	42.9	20	62.9	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	59	100	55.4	39.3	5.4	44.6	39.1	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	34	100	37.5	40.6	21.9	62.5	60.4	59.6
Socio-Economic Status								
Subsized meals	183	100	35.2	45.1	19.8	64.8	57.5	55.1
Social Studies								
All Students	396	99.8	28.3	44.7	27	71.7	75.7	72.3
Gender								
Male	233	99.6	29.2	39.3	31.5	70.8	75.1	71.5
Female	163	100	27	52.7	20.3	73	76.3	73.2
Racial/Ethnic Group								
White	231	99.6	19.4	47.7	32.9	80.6	81.7	80.7
African American	117	100	39.6	42.5	17.9	60.4	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	40	100	52.6	26.3	21.1	47.4	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	63	100	60	36.7	3.3	40	47.5	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	34	100	47.1	38.2	14.7	52.9	69	67.9
Socio-Economic Status								
Subsized meals	184	100	42.2	43.4	14.5	57.8	63.9	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	583	99.8	32	42.7	25.3	68	72.9	70.2	95.9	96.5
Gender										
Male	333	99.7	37.9	40.8	21.3	62.1	66.4	63.2	95.9	96.4
Female	250	100	24.2	45.3	30.5	75.8	79.7	77.5	96	96.5
Racial/Ethnic Group										
White	341	99.7	20.6	46.2	33.2	79.4	80.5	79.1	95.8	96.3
African American	166	100	47.5	37.3	15.2	52.5	57.1	57.6	96.4	96.5
Asian/Pacific Islander	13	100	41.7	41.7	16.7	58.3	87.3	86.2	97.6	97.6
Hispanic	62	100	53.7	38.9	7.4	46.3	61.3	62.6	95.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	91.1	95.2
Disability Status										
Disabled	93	100	73.3	22.2	4.4	26.7	28.4	26.1	94.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	53	100	52.9	39.2	7.8	47.1	60.5	61.2	96.3	97.2
Socio-Economic Status										
Subsidized meals	274	100	43.3	43.7	13	56.7	58.8	58.9	95.3	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	179	100	29	50.6	20.4	71
	7	203	100	27.1	41.5	31.4	72.9
	8	206	100	37.5	37.5	25	62.5
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	179	100	35.2	48.1	16.7	64.8
	7	203	100	27.7	41.5	30.9	72.3
	8	206	100	40.6	42.2	17.2	59.4
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	90	100	35	51.3	13.8	65
	7	203	100	18.1	44.1	37.8	81.9
	8	102	100	29.5	41.1	29.5	70.5
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	89	100	20.7	69.5	9.8	79.3
	7	203	100	31.9	35.1	33	68.1
	8	104	99	27.8	42.3	29.9	72.2
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	174	100	31.5	47.5	21	68.5
	7	201	100	26.6	40.1	33.3	73.4
	8	208	99.5	37.8	41.3	20.9	62.2

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