



SENECA MIDDLE

810 West South 4th Street
Seneca, SC 29678

Grades	6-8 Middle School	
Enrollment	732 Students	
Principal	Al D. LeRoy	864-886-4455
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

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	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	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 2009-10 whose 2008-09 test scores were located

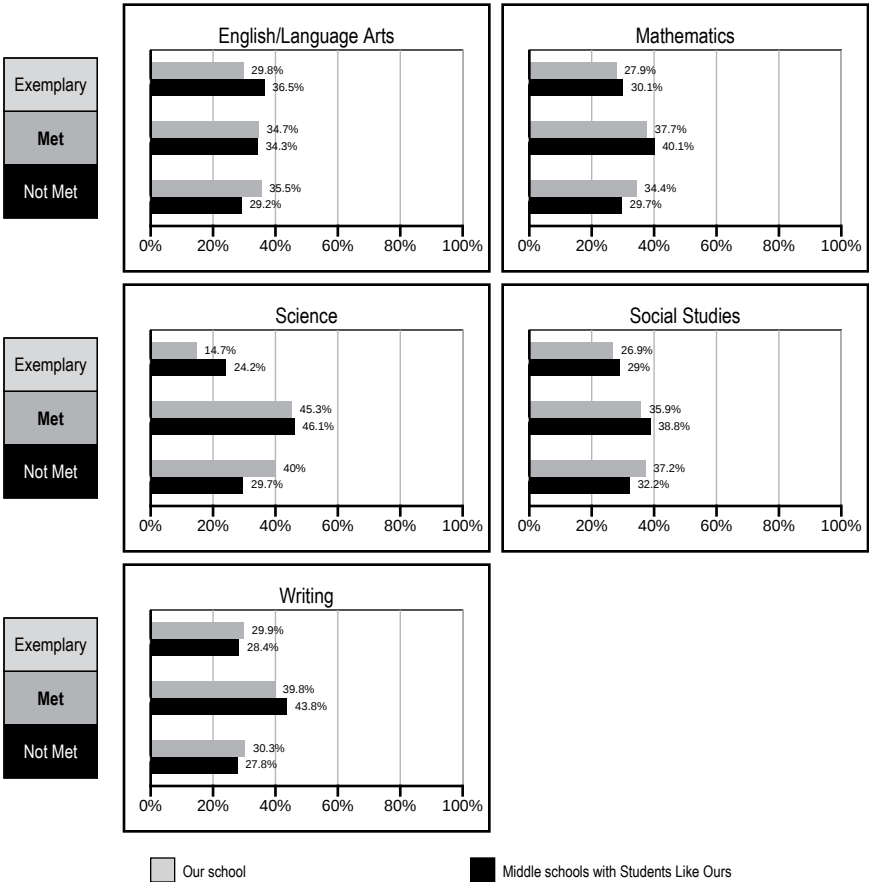
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	49	1	0

* 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	96.8%	96.6%
English 1	N/A	97.6%
Physical Science	N/A	59.9%
US History and the Constitution	N/A	N/A
All Subjects	96.8%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=732)				
Students enrolled in high school credit courses (grades 7 & 8)	63.4%	Up from 62.5%	24.8%	24.2%
Retention rate	0.0%	Down from 0.3%	0.9%	0.7%
Attendance rate	95.6%	Down from 96.3%	95.7%	95.9%
Eligible for gifted and talented	20.7%	Down from 22.1%	18.7%	16.4%
With disabilities other than speech	14.7%	Up from 13.9%	13.0%	12.0%
Older than usual for grade	1.0%	No Change	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.1%	Up from 0.8%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	70.4%	Up from 61.8%	61.1%	58.5%
Continuing contract teachers	88.9%	Up from 83.6%	81.8%	80.0%
Teachers with emergency or provisional certificates	2.0%	No Change	2.6%	4.0%
Teachers returning from previous year	89.7%	Up from 85.5%	86.1%	84.6%
Teacher attendance rate	97.5%	Up from 94.8%	95.3%	95.4%
Average teacher salary*	\$47,497	Up 3.6%	\$47,479	\$46,561
Professional development days/teacher	8.3 days	Up from 7.2 days	10.8 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	17.6 to 1	Down from 19.4 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.4%	Up from 90.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	65.9%	Down from 67.5%	98.5%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,740	Up 4.5%	\$7,694	\$7,802
Percent of expenditures for instruction**	64.2%	Down from 66.7%	63.9%	63.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 61.8%	60.4%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Seneca Middle School family of students, faculty, staff, parents, and community united for a fantastic 2009-10 school year. We began the year with the following curricular goals: differentiate instruction in all classes to reach all students, map our curriculum so that we can teach better and smarter, teach and model literacy in all classrooms to provide growth in our greatest student achievement deficiency, and use data to drive instruction.

As we journeyed through the year, our school was honored to receive many accolades and recognitions. Our school completed Year 2 of our 21st Century Grant that allowed us to continue an extensive afterschool program. Likewise, we continued our implementation of the MMGW framework and continued to execute recommendations from the 07-08 Technical Assistance Visit. SMS was rewarded as a PBIS Banner Ribbon school from the state of SC, and we reduced disciplinary referrals by 12% from last school year. The SCSCA recognized our principal and a school counselor as Administrator of the Year and Middle School Counselor of the Year for SC, respectively. SMS successfully completed another year of single gender instruction in our Health/PE, choral, and portions of all four core subjects. Sixty-four percent of our 7th and 8th graders received a minimum of .5 high school credit toward a diploma this school year. Twenty-six Wildcats were named South Carolina Junior Scholars, 4 students were selected as Duke TIP Scholars (one of which was in the top 10% of all sections tested nationally), 4 students placed in the top 15% of area middle and high school students on the Biology Merit Exam, a pair of students competed in the National School Scrabble Championships in Orlando, FL, and a Wildcat participated in the SC Geography Bee. Three hundred and eighty SMS students read over 1 million pages this year and successfully completed our Strive for 25 initiative. We had a robotics team place 4th at the state-level of SC First Lego. Our Honors Chorale placed 3rd at State Festival Competition, continuing the legacy of top five state programs for the 13th year in a row. We have had an unparalleled year!

Seneca Middle School is gifted with excellent faculty, staff, students, parents, and community for which we, together, mold and prepare our greatest resource – our children.

Al D. LeRoy, Principal
Dr. Debi Switzer, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	223	84
Percent satisfied with learning environment	98.1%	76.6%	86.9%
Percent satisfied with social and physical environment	98.1%	81.5%	75.0%
Percent satisfied with school-home relations	88.5%	86.1%	73.8%

* 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 23 out of 25 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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	719	100	35.4	34.7	29.8	74.5	83.6	83.5	Yes	Yes
Gender										
Male	352	100	42.6	32.4	25.1	67.1	80	80.1	N/A	N/A
Female	367	100	28.5	37	34.5	81.8	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	417	100	26.9	34.2	38.9	81	85.6	89.6	Yes	Yes
African American	238	100	49.6	37.6	12.8	62.4	74.3	74.6	Yes	Yes
Asian/Pacific Islander	16	100	28.6	14.3	57.1	85.7	89.2	92.7	I/S	I/S
Hispanic	45	100	39.5	32.6	27.9	76.7	76.7	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	85.1	I/S	I/S
Disability Status										
Disabled	106	100	70.8	22.9	6.3	41.7	52.7	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	26	100	42.4	30.3	27.3	75.8	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	431	100	45	37.8	17.2	67.5	77.8	76.9	Yes	Yes

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

All Students	719	99.9	36.9	39.4	23.7	74.3	82.6	80.4	Yes	Yes
Gender										
Male	352	100	39.1	37	23.9	69.1	80.7	78.4	N/A	N/A
Female	367	99.7	34.9	41.7	23.4	79.4	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	417	99.8	30.5	37.8	31.8	78	84.6	87.8	Yes	Yes
African American	238	100	50.4	40.2	9.4	66.2	70.6	69.3	Yes	Yes
Asian/Pacific Islander	16	100	21.4	35.7	42.9	78.6	89.2	93.5	I/S	I/S
Hispanic	45	100	30.2	51.2	18.6	81.4	79.6	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	83.2	I/S	I/S
Disability Status										
Disabled	106	99.1	72.6	21.1	6.3	38.9	53.9	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	26	100	27.3	54.5	18.2	81.8	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	431	99.8	47	38.8	14.1	66.7	76.2	72.8	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	488	99.2	39.4	45.7	14.9	60.6	68.2	67.3
Gender								
Male	229	98.7	43.1	39.9	17	56.9	68.3	66.9
Female	259	99.6	36.2	50.8	13	63.8	68.2	67.7
Racial/Ethnic Group								
White	296	99.3	30.2	48.4	21.4	69.8	72.8	79.6
African American	152	98.7	58.2	39	2.7	41.8	45.7	49.7
Asian/Pacific Islander	12	100	27.3	45.5	27.3	72.7	77.8	84.4
Hispanic	26	100	40	52	8	60	51.5	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	75	96	68.8	26.6	4.7	31.3	39	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	14	100	47.4	42.1	10.5	52.6	49.4	58.6
Socio-Economic Status								
Subsidized meals	303	99	49.3	44.8	5.9	50.7	57.8	55.4

Social Studies

All Students	485	99.4	36.6	36.2	27.2	63.4	68.4	70.9
Gender								
Male	242	99.2	37.3	35.2	27.5	62.7	68.9	70.1
Female	243	99.6	35.9	37.2	26.8	64.1	67.8	71.7
Racial/Ethnic Group								
White	271	98.9	29.2	35.4	35.4	70.8	70.9	79.2
African American	168	100	49.7	37	13.3	50.3	56.5	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	34	100	34.4	40.6	25	65.6	58.5	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	73	97.3	63.5	28.6	7.9	36.5	39.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	18	100	33.3	45.8	20.8	66.7	60.7	68
Socio-Economic Status								
Subsidized meals	288	99	47.8	38	14.2	52.2	56.9	60.8

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	726	99.6	30.2	39.8	30	69.8	72.8	72.1	95.6	95.9
Gender										
Male	359	99.4	40.3	38.3	21.3	59.7	64.7	65.2	95.8	95.9
Female	367	99.7	20.2	41.3	38.5	79.8	81.3	79.2	95.4	95.8
Racial/Ethnic Group										
White	424	99.8	26.5	36	37.5	73.5	75	80.8	95	95.6
African American	236	99.2	37.3	45.5	17.2	62.7	63.2	59.7	96.7	96.9
Asian/Pacific Islander	16	100	20	26.7	53.3	80	81.6	87	98.3	98.2
Hispanic	47	100	28.9	51.1	20	71.1	61.9	64.6	95.1	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	73.4	90.8	95.9
Disability Status										
Disabled	111	99.1	73.7	23.2	3	26.3	29.2	27.7	94.1	94.9
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	26	100	35.3	44.1	20.6	64.7	59.7	63.7	96.3	96.7
Socio-Economic Status										
Subsidized meals	433	99.3	38.6	42.7	18.7	61.4	63.9	61.9	95	95.4

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	258	100	23.7	45.3	31	76.3
	7	260	100	35.2	39.7	25.1	64.8
	8	248	100	31.1	36.6	32.4	68.9
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	211	100	32.9	34.8	32.4	67.1
	7	254	100	34.2	34.6	31.3	65.8
	8	254	100	38.9	34.8	26.3	61.1
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	258	100	28.6	46.5	24.9	71.4
	7	260	100	29.6	46.2	24.3	70.4
	8	248	100	29.8	41.2	29	70.2
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	211	99.5	35	37.9	27.2	65
	7	254	100	38.8	37.5	23.8	61.3
	8	254	100	36.8	42.5	20.6	63.2
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	127	100	39.7	45.5	14.9	60.3
	7	260	100	37.2	49.4	13.4	62.8
	8	125	100	41.2	45.4	13.4	58.8
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	106	98.1	48	40.2	11.8	52
	7	254	100	36.3	47.9	15.8	63.8
	8	128	98.4	38.5	45.9	15.6	61.5

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
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	131	100	18.5	61.3	20.2	81.5
	7	260	100	49	30.4	20.6	51
	8	122	99.2	44.1	36.4	19.5	55.9
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	105	98.1	23.5	53.9	22.5	76.5
	7	254	100	43.3	27.9	28.8	56.7
	8	126	99.2	34.4	37.7	27.9	65.6
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	259	99.6	24.3	48.6	27.1	75.7
	7	265	99.6	27.1	37.1	35.9	72.9
	8	247	100	27.3	41.7	31	72.7
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	214	99.1	33.7	31.7	34.6	66.3
	7	257	100	28.5	41.9	29.7	71.5
	8	255	99.6	28.9	44.6	26.5	71.1

Abbreviations for Missing Data

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