



Sevier Middle School

1000 Piedmont Park Road
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	614 Students	
Principal	Karen M. Kapp	864-355-8200
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	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 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

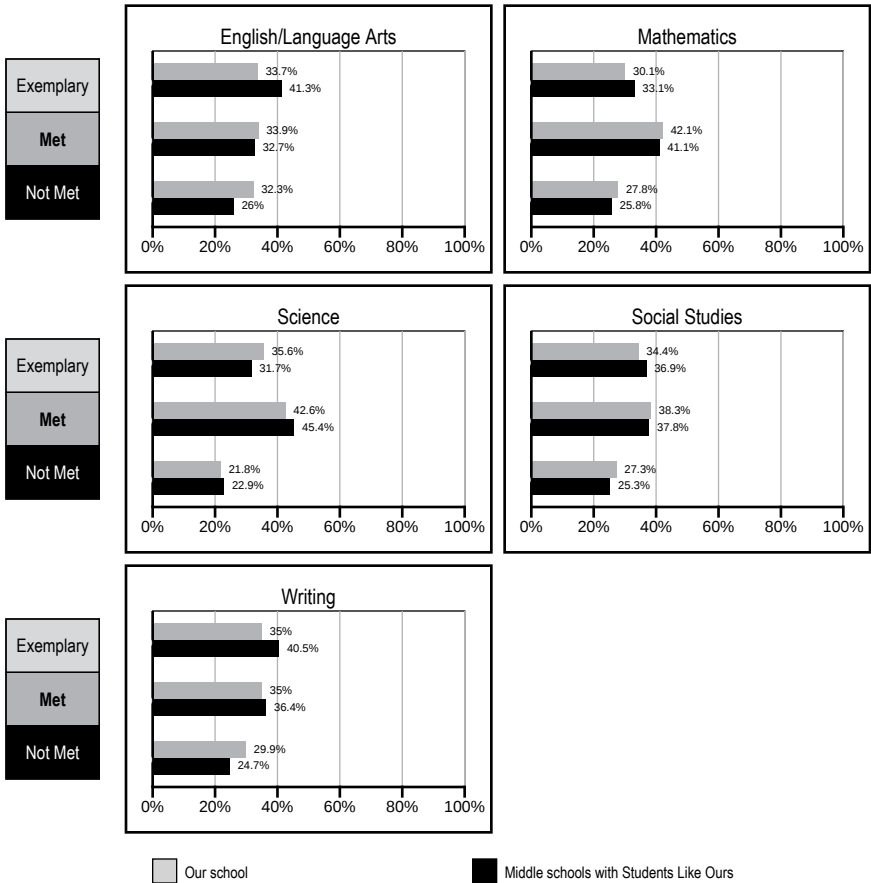
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	21	16	0	1

* Ratings are calculated with data available by 11/07/2012.

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%	97.6%
English 1	98.0%	87.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.7%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=614)				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Down from 16.1%	29.4%	22.9%
Retention rate	1.5%	Down from 2.8%	0.7%	0.8%
Attendance rate	96.9%	Up from 95.4%	96.3%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.8%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	59.5%	Down from 64.5%	60.8%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.2%	Up from 85.4%	88.2%	86.7%
Teacher attendance rate	93.9%	Down from 94.1%	95.2%	95.2%
Average teacher salary*	\$44,547	Down 3.1%	\$46,832	\$46,422
Professional development days/teacher	13.0 days	Up from 11.3 days	11.4 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	27.5 to 1	Up from 26.9 to 1	23.7 to 1	22.0 to 1
Prime instructional time	90.0%	Up from 89.0%	90.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	98.1%	98.8%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,286	Down 14.6%	\$7,085	\$7,245
Percent of expenditures for instruction**	60.9%	Down from 61.2%	63.5%	63.1%
Percent of expenditures for teacher salaries**	60.1%	Up from 59.7%	61.5%	60.9%

* 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 2011-2012 school year ended with much to celebrate. With partial restoration of budgetary funds from the prior school year, we stabilized the academic schedule and teachers were assigned to the areas of their greatest strength. With a number of new faces on staff, the energy and commitment to growth for students and teachers alike was a catalyst for achievement throughout the building. As PASS scores arrived in the summer, we were pleased to see improved performance for so many of our students and overall gains in every content area. Students are working hard to develop college preparatory literacy skills – the ability to read closely and interpret text for deep meaning, and to identify evidence to support an opinion or academic argument. Students write in response to a variety of material, often synthesizing the major points of several sources. These skills are taught and used across the curriculum. As we move closer to implementation of Common Core State Standards, we will deepen the use of these strategies and others that immerse students in real-world problems and collaborative learning -- instruction that will integrate academic skills with those needed to be college and career ready after high school. Balancing a strong focus on excellence in the classroom, our extracurricular programs provided leadership and talent development, and offer many occasions for families to enjoy school together. Four of our athletic teams made tournament play, and Girls Basketball and Baseball achieved region championships. Numerous students placed in area arts contests performed in county wide musical events. We started this school year with the school wide adoption of Positive Behavior Intervention and Support (PBIS). This system of management, discipline, and incentive has helped us to solidify productive relationships with students as we work toward a school climate that fosters the success of each student. Our program motto is "Falcons that Fly with Respect, Integrity, and Responsibility Achieve Excellence". Make sure you commend your own sons and daughters for their development of these important principles. As we move forward into a deepening curriculum, while navigating the expected changes and growth in our children, know that Sevier staff and community partners appreciate all that parents do to encourage students to do well in school. Consistent attendance, preparation for each school day, and on-going communication are all very important to our success at Sevier. Thank you for your continuing support and for the talented and energetic children you send our way every day.

Karen Joseph, SIC Chair
 Karen M. Kapp, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	174	96
Percent satisfied with learning environment	92.7%	69.0%	73.6%
Percent satisfied with social and physical environment	95.1%	76.5%	77.9%
Percent satisfied with school-home relations	87.8%	76.6%	72.5%

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	82.9
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Sevier Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	639.4	645.1	638.9	634.9	100.0	100.0
Male	632.0	641.7	637.3	637.3	100.0	100.0
Female	649.4	649.6	640.9	631.4	100.0	100.0
White	651.7	655.3	649.8	643.4	100.0	100.0
African American	609.3	618.3	608.3	611.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	584.9	597.1	593.4	586.8	100.0	100.0
Limited English Proficient	630.3	643.4	632.0	638.0	100.0	100.0
Subsidized meals	627.1	631.7	625.3	623.8	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

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	199	100	30.2	33	36.8	69.8
	7	193	100	42.7	26.5	30.8	57.3
	8	174	100	31.1	34.1	34.8	68.9
2012	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	220	100	31	32	36.9	69
	7	206	100	29.4	38.1	32.5	70.6
	8	183	100	37.1	31.4	31.4	62.9

Mathematics

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	198	100	26.5	43.6	29.8	73.5
	7	193	100	40.5	38.9	20.5	59.5
	8	174	100	30.5	36	33.5	69.5
2012	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	220	100	26.6	40.9	32.5	73.4
	7	206	100	23.7	46.4	29.9	76.3
	8	184	100	34.1	38.6	27.3	65.9

Science

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	98	100	24.4	56.7	18.9	75.6
	7	193	100	34.4	42.5	23.1	65.6
	8	88	100	22.9	30.1	47	77.1
2012	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	110	100	20.6	52	27.5	79.4
	7	206	100	21	42.6	36.4	79
	8	92	100	24.7	31.5	43.8	75.3

Abbreviations for Missing Data

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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							
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	100	99	21.1	60	18.9	78.9
	7	193	100	39.8	29	31.2	60.2
	8	86	98.8	32.1	32.1	35.8	67.9
2012	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	110	100	25.5	44.1	30.4	74.5
	7	206	100	28.2	35.4	36.4	71.8
	8	91	100	28.7	36.8	34.5	71.3
Writing							
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	176	99.4	25.9	46.4	27.7	74.1
2012	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	186	99.5	29.5	35.2	35.2	70.5

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