

Saluda Middle School

140 Ivory Key Rd
Saluda, SC 29138

Grades	6-8 Middle School	
Enrollment	477 Students	
Principal	Shawn Love	864-445-3767
Superintendent	Dr. David Mathis	864-445-8441
Board Chair	Ben Harrison	864-445-8632

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**At-Risk**
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Saluda Middle School	03/02/09-4101005

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

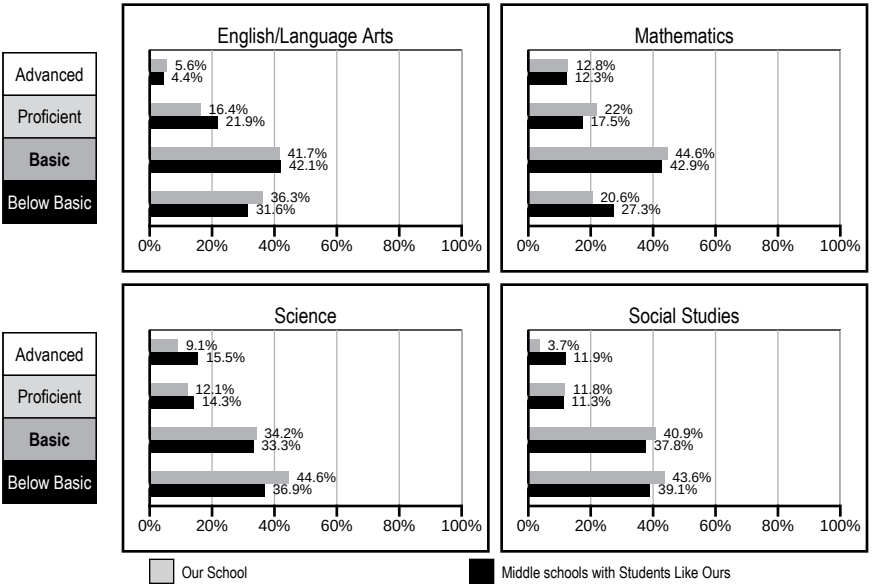
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	32	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	0	96.8
English 1	0	94.6
Physical Science	0	76.9
All Subjects	0	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=477)				
Students enrolled in high school credit courses (grades 7 & 8)	39.2%	Down from 40.5%	18.8%	19.4%
Retention rate	1.3%	Up from 0.2%	1.6%	1.8%
Attendance rate	95.9%	Down from 96.0%	95.8%	95.8%
Eligible for gifted and talented	11.8%	Down from 12.9%	14.6%	15.3%
With disabilities other than speech	14.5%	Up from 11.7%	14.3%	12.9%
Older than usual for grade	5.0%	Up from 2.2%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	47.2%	Down from 48.5%	52.9%	55.0%
Continuing contract teachers	55.6%	Down from 57.6%	73.3%	70.6%
Teachers with emergency or provisional certificates	14.3%	Down from 16.0%	5.8%	5.4%
Teachers returning from previous year	74.7%	Up from 71.2%	83.4%	83.4%
Teacher attendance rate	96.8%	Up from 95.9%	94.8%	94.9%
Average teacher salary	$39,241	Up 7.8%	$44,194	$44,706
Professional development days/teacher	15.8 days	Down from 16.7 days	11.5 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 19.8 to 1	19.2 to 1	20.1 to 1
Prime instructional time	91.4%	Up from 90.7%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.7%	Down from 97.5%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	$5,632	Up 13.4%	$7,085	$7,097
Percent of expenditures for instruction*	68.9%	Up from 67.2%	64.8%	64.4%
Percent of expenditures for teacher salaries*	62.2%	Down from 65.8%	60.1%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Saluda Middle School marked the sixth year of our literacy initiative. Language Arts and Special Education teachers are currently engaged in ongoing, district-wide professional development regarding literacy, reading, and writing strategies. All faculty members have also received intense, ongoing training in writing across the curriculum and using Thinking Maps. For the fourth year in a row, over 86% of students passed the writing portion of PACT in grades six, seven, and eight. We scheduled professional development and book studies for teachers geared towards research-based reading strategies that have been proven to help adolescents. Guided Reading instruction continues to be implemented based on the reader's text level to address strengths and weaknesses in literacy. Monies were spent to enrich our literature resources in our Media Center. Academy Time was continued as an extra class period where students were scheduled for intense reading and/or math instruction at the students' levels.

We continued with a second computer literacy course and offered keyboarding for high school credit. Staff members were trained in integrating technology with the use of interactive whiteboards. Our science and social studies teachers spent the year working on professional development regarding curriculum and creating standards-based assessments that are used to guide instruction.

The PTA was instrumental in assisting the school with various functions related to helping our students. Throughout the year, the PTA held several business meetings in conjunction with other school functions such as dances and book fairs. For the second time, our PTA sponsored a huge fundraiser which involved the High School Rodeo Association which was very successful. Over 300 family members attended two extremely successful parent nights involving our curriculum standards.

Before and after school, SMS held the following extracurricular activities: chess club, Project MIND (Math Is Not Difficult), BETA club, drama club, poetry club, athletics, and Fellowship of Christian Athletes. Two students were identified as South Carolina Junior Scholars; and 13 students were identified as academically qualified to participate in the Duke University Talent Identification Program.

HOSTS (Helping One Student To Succeed) was implemented for the sixth year at SMS and involved having mentors from the community volunteer with seventh grade math students who would benefit from the one-on-one interaction for academic support. AS a result, over 91% of our seventh graders passed the Math portion of PACT. All students were given the opportunity to participate in job shadowing and career awareness programs. With the assistance of our new Career Development Facilitator, over 300 students benefited from venturing out into the community to get a firsthand look at the job market. In addition, we held multiple career days sponsored by Piedmont Technical College and local business leaders and community members.

Holly Shaw, School Improvement Council
Shawn Love, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	147	61
Percent satisfied with learning environment	100.0%	75.3%	80.0%
Percent satisfied with social and physical environment	100.0%	78.2%	78.0%
Percent satisfied with school-home relations	78.9%	85.0%	72.9%

* 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 17 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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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Saluda Middle School											03/02/09-4101005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	460	100	36.2	41.6	16.6	5.6	32.9	42.4	48.2	No	Yes
Gender											
Male	230	100	41.9	41.9	13.7	2.6	27.3	36.5	41.7	N/A	N/A
Female	230	100	30.5	41.4	19.5	8.6	38.6	48.5	55	N/A	N/A
Racial/Ethnic Group											
White	224	100	26.3	45.2	20.7	7.8	40.6	51.9	60	No	Yes
African American	168	100	45.5	40.6	10.9	3	23.6	30.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	67	100	45.3	32.8	17.2	4.7	31.3	41	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	66	100	83.1	13.8	3.1	0	4.6	14	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	61.1	30.6	8.3	0	22.2	36.3	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	290	100	44.6	38.2	13.2	3.9	25.4	34.4	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	460	100	20.6	44.7	21.9	12.8	47.2	46.6	45.8	Yes	Yes
Gender											
Male	230	100	20.7	45.8	21.1	12.3	48.9	45.3	45.6	N/A	N/A
Female	230	100	20.5	43.6	22.7	13.2	45.5	47.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	224	100	18	38.2	24.4	19.4	57.6	58.2	59	Yes	Yes
African American	168	100	21.2	56.4	18.2	4.2	31.5	31.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	67	100	28.1	35.9	23.4	12.5	51.6	45.3	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	66	100	61.5	35.4	1.5	1.5	10.8	14	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	38.9	41.7	13.9	5.6	38.9	37.4	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	290	100	25.4	49.6	17.5	7.5	36.8	35.6	31.4	No	Yes

***** Adj - 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

Saluda Middle School											03/02/09-4101005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	306	100	44.6	34.2	12.1	9.1	21.1	28	35.7	95.9	96.1
Gender											
Male	154	100	40.1	38.2	13.8	7.9	21.7	30	37.4	95.4	95.9
Female	152	100	49.3	30.1	10.3	10.3	20.5	26	33.8	96.3	96.3
Racial/Ethnic Group											
White	142	100	35.3	37.4	12.9	14.4	27.3	38.7	49.2	95.3	95.8
African American	115	100	53.6	33	9.8	3.6	13.4	14.7	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.7	98.7
Hispanic	49	100	51.1	27.7	14.9	6.4	21.3	27.8	24.9	97.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	92.8
Disability Status											
Disabled	46	100	77.8	17.8	4.4	0	4.4	12.6	14	95	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	94.3
English Proficiency											
Limited English Proficient	27	100	61.5	26.9	11.5	0	11.5	25.4	24.4	96.5	96.4
Socio-Economic Status											
Subsized meals	200	100	51.8	33.2	9.3	5.7	15	19	21.1	95.5	95.7
Social Studies											
All Students	306	100	43.4	40.7	12.1	3.7	15.8	29.2	34	95.9	96.1
Gender											
Male	158	100	43.6	37.8	15.4	3.2	18.6	28.7	36.6	95.4	95.9
Female	148	100	43.3	44	8.5	4.3	12.8	29.7	31.3	96.3	96.3
Racial/Ethnic Group											
White	151	100	39.3	42.1	13.1	5.5	18.6	34.8	44.5	95.3	95.8
African American	110	100	49.1	36.4	11.8	2.7	14.5	21.6	19.1	96.2	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.7	98.7
Hispanic	44	100	41.5	48.8	9.8	0	9.8	30.6	27.5	97.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	92.8
Disability Status											
Disabled	43	100	76.2	16.7	7.1	0	7.1	5.3	14.4	95	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	94.3
English Proficiency											
Limited English Proficient	26	100	45.8	54.2	0	0	0	27.7	27.3	96.5	96.4
Socio-Economic Status											
Subsized meals	194	100	48.1	39.6	10.2	2.1	12.3	23.9	21	95.5	95.7

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Saluda Middle School 03/02/09-4101005

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	152	100	38.6	44.1	14.5	2.8	17.2
	7	160	99.4	38.5	45.5	14.7	1.3	16
	8	157	100	36.5	46.2	12.2	5.1	17.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	152	100	26.2	38.9	20.8	14.1	34.9
	7	153	100	40.3	42.3	17.4	0	17.4
	8	155	100	42.3	43.6	11.4	2.7	14.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	152	100	18.6	50.3	20.7	10.3	31
	7	160	99.4	12.2	52.6	25.6	9.6	35.3
	8	157	100	30.8	57.1	9	3.2	12.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	152	100	17.4	26.2	32.9	23.5	56.4
	7	153	100	18.1	54.4	15.4	12.1	27.5
	8	155	100	26.2	53.7	17.4	2.7	20.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	77	100	52.7	24.3	10.8	12.2	23
	7	160	100	45.5	34	14.1	6.4	20.5
	8	77	100	47.4	43.4	6.6	2.6	9.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	76	100	40	32	13.3	14.7	28
	7	152	100	35.8	41.2	12.8	10.1	23
	8	78	100	66.7	22.7	9.3	1.3	10.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	76	100	27.1	50	20	2.9	22.9
	7	160	100	48.7	36.5	7.7	7.1	14.7
	8	80	100	33.8	53.8	7.5	5	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	76	100	21.6	47.3	23	8.1	31.1
	7	153	100	57	31.5	8.1	3.4	11.4
	8	77	100	37.8	52.7	9.5	0	9.5

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