



Saluda Elementary

400 West Butler Ave.
Saluda, SC 29138

Grades	3-5 Elementary School	
Enrollment	288 Students	
Principal	Marcie Enlow	864-445-2564
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	James Holloway	864-445-3310

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	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Good

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

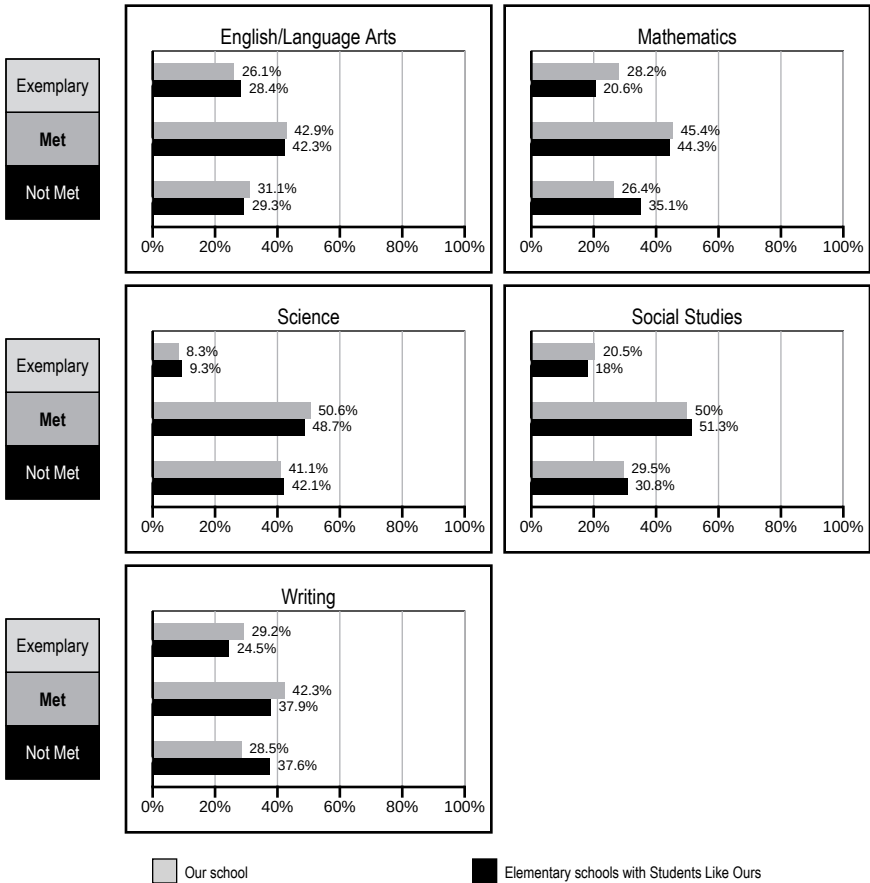
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	23	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=288)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.3%	Up from 1.4%	2.5%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.1%	96.3%
Eligible for gifted and talented	5.3%	Up from 3.9%	6.8%	10.0%
With disabilities other than speech	9.0%	Down from 10.9%	9.0%	7.7%
Older than usual for grade	1.0%	Down from 1.7%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	57.1%	Up from 42.9%	56.7%	59.4%
Continuing contract teachers	90.5%	Up from 76.2%	77.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Up from 81.0%	84.8%	85.9%
Teacher attendance rate	94.6%	Up from 93.4%	95.0%	95.1%
Average teacher salary*	\$47,578	Up 12.3%	\$46,060	\$47,149
Professional development days/teacher	35.1 days	Up from 12.8 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 88.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,120	Up 6.6%	\$7,663	\$7,458
Percent of expenditures for instruction**	62.6%	Down from 64.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	57.2%	Down from 59.4%	62.0%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Saluda Elementary School is proud of the accomplishments of our students, faculty, and staff during the 2008-2009 school year. Receiving the Palmetto Silver Award for reducing the minority achievement gap is a significant accomplishment. It is the fourth consecutive year that Saluda Elementary has received a Palmetto Silver Award. This award is directly related to our outstanding faculty and staff, our students who achieve at high levels, and our excellent parent/community support.

Technology continues to provide added opportunities for teachers to experience learning through different media. All academic classrooms and special education classrooms have Smartboards providing interactive instructional activities for our students. Teachers have received training through staff development enabling them to become proficient in using this technology. In addition, students continue to benefit in math, reading, and social studies through our Compass Lab.

Our school is fortunate to have an active PTA and School Improvement Council. The PTA provides funds for our outside classroom garden, the agenda books which are essential in daily contacts with the parents of our students. This year the students and teachers raised over \$8,000 for Relay for Life. In addition, our school raised money for Ronald McDonald and participated in a canned food drive. Parent/community activities included the Tailgate Party; Donuts for Dads; Grits for Grands; Beach ball volleyball for parents, teachers, and students; Muffins for Moms; and the Spring PTA Carnival.

The school received three EIA grants totaling \$6,000. The grants were awarded to Meredith Miller Rikard for Spotlight on South Carolina, Connie Sample for The Final Analysis and Charlene Herlong for The Long and Sort of It.

Our student-centered school, data driven curriculum, excellent staff, motivated students, and our active parent/community involvement have made this a very successful school year. As we strive to meet the challenges and opportunities ahead, we ask for the continued support of our parents and community in helping us provide the best possible education for each and every student.

Joseph M. Cox, Principal
Mariberth Werts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	108	73
Percent satisfied with learning environment	58.8%	88.9%	78.6%
Percent satisfied with social and physical environment	77.8%	88.5%	81.7%
Percent satisfied with school-home relations	66.7%	90.5%	88.7%

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

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School Adequate Yearly Progress

YES

This school met 25 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

CSI-DELAY

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	297	99.3	30.7	43.2	26.1	80.7	79.9	82.8	Yes	Yes
Gender										
Male	144	98.6	33.6	44.5	21.9	75.9	76.1	79.3	N/A	N/A
Female	153	100	28	42	30.1	85.3	84	86.5	N/A	N/A
Racial/Ethnic Group										
White	104	100	22.2	36.4	41.4	86.9	85	89.5	Yes	Yes
African American	125	98.4	35	49.6	15.4	76.9	70.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	66	100	37.1	43.5	19.4	77.4	83.1	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	31	96.8	58.6	34.5	6.9	51.7	35	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	47.5	30	22.5	72.5	81.7	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	233	99.1	34.6	45.6	19.8	77	75.4	75.5	Yes	Yes

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

All Students	297	99.7	26.3	45.2	28.5	80.8	83	78.9	Yes	Yes
Gender										
Male	144	99.3	30.4	40.6	29	78.3	79.9	77	N/A	N/A
Female	153	100	22.4	49.7	28	83.2	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	104	100	18.2	43.4	38.4	85.9	85.9	87.2	Yes	Yes
African American	125	99.2	33.9	46.6	19.5	74.6	77.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	66	100	25.8	45.2	29	83.9	85.6	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	31	96.8	62.1	31	6.9	55.2	48.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	32.5	37.5	30	77.5	81.7	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	233	99.6	30.3	47.2	22.5	78	79.5	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	188	99.5	40.8	50.8	8.4	59.2	65.3	67.5
Gender								
Male	90	98.9	37.2	50	12.8	62.8	64.5	67
Female	98	100	44.1	51.6	4.3	55.9	66.2	68
Racial/Ethnic Group								
White	63	100	33.3	46.7	20	66.7	72.3	79.5
African American	80	100	47.4	50	2.6	52.6	54.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	44	97.7	40.5	57.1	2.4	59.5	67.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	29.4	29.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	24	95.8	47.8	47.8	4.3	52.2	63.6	59.6
Socio-Economic Status								
Subsided meals	152	99.3	46.2	51	2.8	53.8	59.8	55.1

Social Studies

All Students	189	100	29.2	50	20.8	70.8	66.3	72.3
Gender								
Male	92	100	29.9	47.1	23	70.1	64.1	71.5
Female	97	100	28.6	52.7	18.7	71.4	68.6	73.2
Racial/Ethnic Group								
White	69	100	21.2	48.5	30.3	78.8	72.6	80.7
African American	77	100	29.2	55.6	15.3	70.8	59	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	41	100	44.7	42.1	13.2	55.3	62	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	20	100	57.9	31.6	10.5	42.1	29.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	28	100	48.1	37	14.8	51.9	60	67.9
Socio-Economic Status								
Subsided meals	150	100	35	50	15	65	60.1	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	297	99	28.5	42.3	29.2	71.5	71.5	70.2	96.5	96.1
Gender										
Male	145	98.6	33.1	43.9	23	66.9	64.7	63.2	96.6	96
Female	152	99.3	23.9	40.8	35.2	76.1	79	77.5	96.3	96.2
Racial/Ethnic Group										
White	103	98.1	24.5	37.8	37.8	75.5	76.7	79.1	95.6	95.7
African American	124	99.2	32.8	42.9	24.4	67.2	62.5	57.6	97	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.3	98.7
Hispanic	68	100	27.4	48.4	24.2	72.6	74.4	62.6	96.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	92.8
Disability Status										
Disabled	30	96.7	71.4	25	3.6	28.6	19.4	26.1	95.8	95.1
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	95.2	92
English Proficiency										
Limited English Proficient	44	100	30	40	30	70	72.5	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	230	99.6	32.9	43.1	24.1	67.1	65.4	58.9	96.4	95.8

Abbreviations for Missing Data

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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	103	99	32.7	35.7	31.6	67.3
	4	81	100	37.3	46.7	16	62.7
	5	113	99.1	24.3	47.7	28	75.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	103	99	35.7	34.7	29.6	64.3
	4	81	100	30.7	54.7	14.7	69.3
	5	113	100	14.8	48.1	37	85.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	50	100	39.6	50	10.4	60.4
	4	81	100	44.7	51.3	3.9	55.3
	5	57	98.3	36.4	50.9	12.7	63.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	52	100	40	46	14	60
	4	81	100	22.4	59.2	18.4	77.6
	5	56	100	28.8	40.4	30.8	71.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	103	99	26.8	34	39.2	73.2
	4	82	97.6	35.5	47.4	17.1	64.5
	5	112	100	25	46.3	28.7	75
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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