



Saluda Middle

140 Ivory Key Rd
Saluda, SC 29138

Grades	6-8 Middle School	
Enrollment	451 Students	
Principal	Shawn Love	864-445-3767
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	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below 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

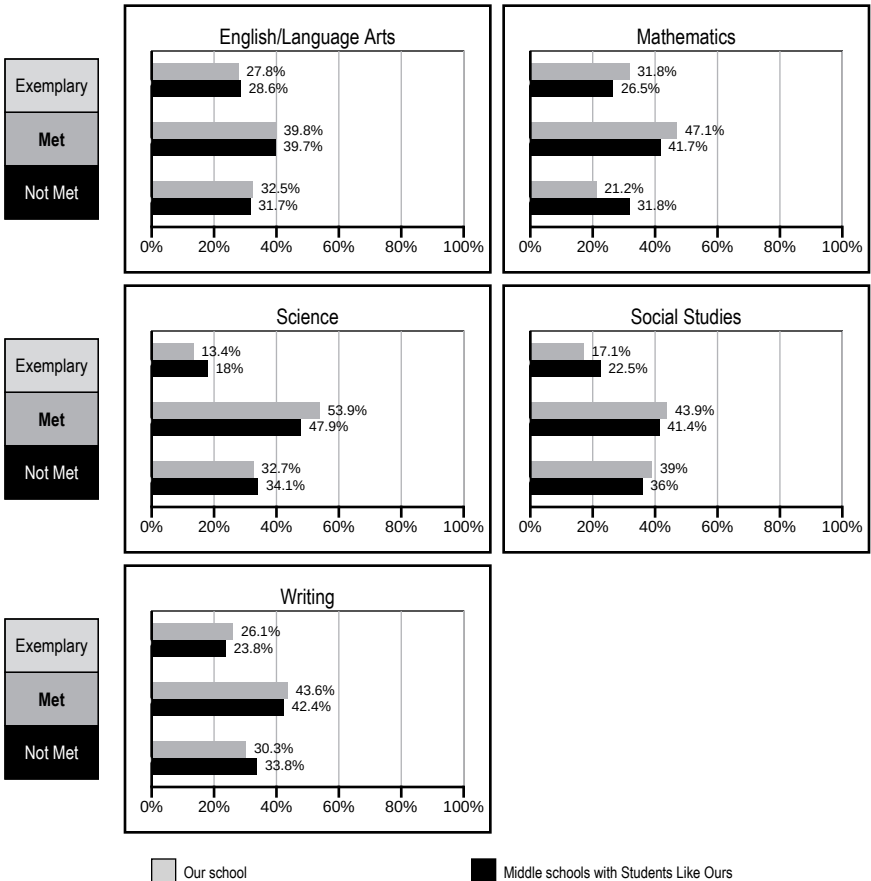
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	46	4	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	N/A	97.4%
English 1	N/A	96.8%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=451)				
Students enrolled in high school credit courses (grades 7 & 8)	82.7%	Up from 39.2%	20.1%	21.6%
Retention rate	0.9%	Down from 1.3%	1.5%	1.2%
Attendance rate	96.3%	Up from 95.9%	95.7%	95.9%
Eligible for gifted and talented	12.7%	Up from 11.8%	15.7%	14.8%
With disabilities other than speech	13.5%	Down from 14.5%	13.6%	12.6%
Older than usual for grade	2.7%	Down from 5.0%	2.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.4%	0.6%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	50.0%	Up from 47.2%	55.3%	56.9%
Continuing contract teachers	63.9%	Up from 55.6%	75.0%	72.7%
Teachers with emergency or provisional certificates	3.6%	Down from 14.3%	4.3%	5.3%
Teachers returning from previous year	76.6%	Up from 74.7%	83.8%	82.9%
Teacher attendance rate	95.6%	Down from 96.8%	95.3%	95.2%
Average teacher salary*	\$43,094	Up 9.8%	\$45,893	\$46,599
Professional development days/teacher	20.6 days	Up from 15.8 days	10.2 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 16.3 to 1	20.5 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 91.4%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 92.7%	97.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,372	Up 13.1%	\$7,423	\$7,645
Percent of expenditures for instruction**	70.2%	Up from 68.9%	64.3%	63.4%
Percent of expenditures for teacher salaries**	67.9%	Up from 62.2%	59.7%	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

Saluda Middle School marked the seventh year of our literacy initiative. Language Arts and Special Education teachers are currently engaged in on-going, district-wide professional development regarding literacy, reading, and writing strategies. All faculty members have also received intense, on-going training in writing across the curriculum and using Thinking Maps. For the fourth year in a row, over 80% of students passed the writing portion of PACT in grades six, seven, and eight. All faculty and students participated in a school-wide book study of Earl Woods' Start Something during Academy Time which continued as an extra class period where students were scheduled for intense reading and/or math instruction.

Teachers spent the year working in Professional Learning Communities (PLCs) which involves educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for students. Creating standards-based assessments that are used to guide instruction was also a focus for professional development. Staff members were trained in technology regarding interactive whiteboards, as well as the use of Testview, which is a data management system. All faculty attended the premier Instructional Fair where district staff provided professional development activities in-house. Over 300 family members attended two extremely successful parent nights involving our curriculum standards. Through the help of a grant, the students and faculty participated in a health adventure where they showcased various methods for getting fit and improving one's overall health.

Before and after school, SMS held the following extracurricular activities: chess club, School Improvement Council, BETA club, yearbook staff, poetry club, marching and jazz bands, percussion ensemble, athletics, and Fellowship of Christian Athletes. The BETA club placed first in the banner competition at the state convention and raised over \$4,000 for Relay for Life. Four students were identified as South Carolina Junior Scholars; and 22 students were identified as academically qualified to participate in the Duke University Talent Identification Program. One student qualified for state recognition through the Duke University Talent Identification Program by scoring at or above the national average on one part of the SAT. Eight students were recognized for their artistic abilities by the State BETA Club Convention and the South Carolina Department of Natural Resources. HOSTS (Helping One Student To Succeed) was implemented for the seventh 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 86% of our seventh graders passed the Math portion of PACT. With the assistance of our Career Development Facilitator, nearly 314 students benefited by 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	38	140	56
Percent satisfied with learning environment	100.0%	83.6%	78.2%
Percent satisfied with social and physical environment	100.0%	87.1%	81.8%
Percent satisfied with school-home relations	89.5%	92.8%	78.6%

* 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 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	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	2.1%	0.0%	No
Student attendance rate	96.3%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	443	100	32.4	39.9	27.7	77	79.9	82.8	Yes	Yes
Gender										
Male	236	100	35.4	42	22.6	73.5	76.1	79.3	N/A	N/A
Female	207	100	29	37.5	33.5	81	84	86.5	N/A	N/A
Racial/Ethnic Group										
White	218	100	21.9	41	37.1	83.8	85	89.5	Yes	Yes
African American	150	100	50.3	36.1	13.6	65.3	70.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	75	100	26.1	44.9	29	81.2	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	60	100	82.5	14	3.5	28.1	35	52	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	30.2	46.5	23.3	79.1	81.7	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	266	100	39.3	41.7	19	72.6	75.4	75.5	Yes	Yes

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

All Students	443	100	21.1	47.2	31.7	86.2	83	78.9	Yes	Yes
Gender										
Male	236	100	25.2	45.1	29.6	83.2	79.9	77	N/A	N/A
Female	207	100	16.5	49.5	34	89.5	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	218	100	18.1	42.4	39.5	88.1	85.9	87.2	Yes	Yes
African American	150	100	27.2	56.5	16.3	81.6	77.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	75	100	17.4	42	40.6	89.9	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	60	100	64.9	33.3	1.8	50.9	48.5	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	18.6	44.2	37.2	88.4	81.7	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	266	100	26.6	50.4	23	83.3	79.5	70.2	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	298	99.7	32.4	53.9	13.7	67.6	65.3	67.5
Gender								
Male	157	99.4	33.6	51	15.4	66.4	64.5	67
Female	141	100	31.1	57	11.9	68.9	66.2	68
Racial/Ethnic Group								
White	144	99.3	25.4	55.8	18.8	74.6	72.3	79.5
African American	101	100	41.8	51	7.1	58.2	54.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	53	100	33.3	54.2	12.5	66.7	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	38	97.4	69.4	25	5.6	30.6	29.2	35.6
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	29	100	40	53.3	6.7	60	63.6	59.6
Socio-Economic Status								
Subsided meals	179	99.4	35.9	55.7	8.4	64.1	59.8	55.1

Social Studies

All Students	298	100	39	43.9	17.1	61	66.3	72.3
Gender								
Male	159	100	39.1	42.4	18.5	60.9	64.1	71.5
Female	139	100	39	45.6	15.4	61	68.6	73.2
Racial/Ethnic Group								
White	150	100	30.6	47.2	22.2	69.4	72.6	80.7
African American	101	100	52	39	9	48	59	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	47	100	37.2	44.2	18.6	62.8	62	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	44	100	N/AV	N/AV	N/AV	22	29.6	43.5
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	25	100	44	44	12	56	60	67.9
Socio-Economic Status								
Subsided meals	176	100	45.8	39.9	14.3	54.2	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	447	98.7	30.1	43.7	26.2	69.9	71.5	70.2	96.3	96.1
Gender										
Male	239	97.5	38.8	43.6	17.6	61.2	64.7	63.2	95.8	96
Female	208	100	20.4	43.8	35.8	79.6	79	77.5	96.8	96.2
Racial/Ethnic Group										
White	221	98.6	23.1	44.3	32.5	76.9	76.7	79.1	95.7	95.7
African American	152	98.7	41.5	42.2	16.3	58.5	62.5	57.6	96.7	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	98.7
Hispanic	74	98.7	27.5	44.9	27.5	72.5	74.4	62.6	97.2	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	60	95	83.6	14.5	1.8	16.4	19.4	26.1	95.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	90.7	92
English Proficiency										
Limited English Proficient	40	100	30.2	53.5	16.3	69.8	72.5	61.2	97.2	96.5
Socio-Economic Status										
Subsidized meals	264	98.5	36.4	44.7	19	63.6	65.4	58.9	96	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
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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	137	100	25.8	45.5	28.8	74.2
	7	154	100	26	41.8	32.2	74
	8	152	100	44.6	33.1	22.3	55.4

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	137	100	19.7	43.2	37.1	80.3
	7	154	100	19.2	46.6	34.2	80.8
	8	152	100	24.3	51.4	24.3	75.7

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	69	100	28.8	54.5	16.7	71.2
	7	153	100	25.3	61.6	13	74.7
	8	76	98.7	50	37.5	12.5	50

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	68	100	19.7	66.7	13.6	80.3
	7	154	100	45.2	35.6	19.2	54.8
	8	76	100	44	40	16	56

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	139	97.8	27.3	40.2	32.6	72.7
	7	155	98.7	24.3	45.3	30.4	75.7
	8	153	99.4	38.5	45.3	16.2	61.5

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