

TAMASSEE-SALEM ELEMENTARY

9950 North Highway 11
Tamassee, South Carolina

Grades	PK-5 Elementary School	
Enrollment	288 Students	
Principal	Shanon H. Lusk	864-886-4540
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	Good	Excellent*
2009	Average	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

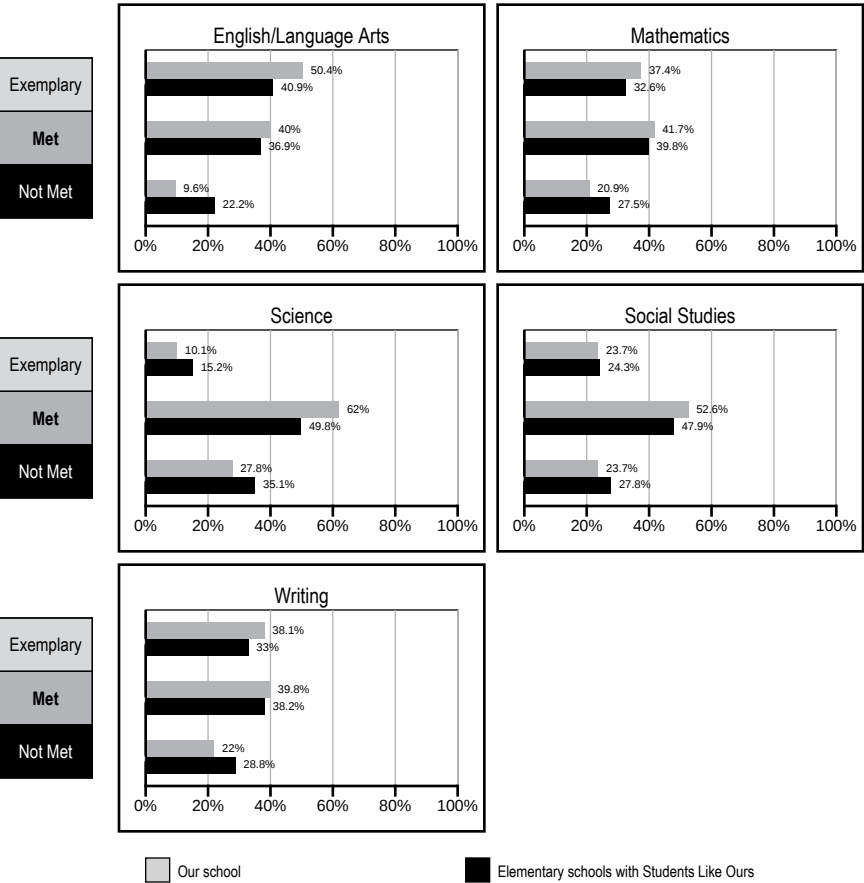
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	28	81	2	0

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 3.4%	1.2%	1.2%
Attendance rate	96.5%	Down from 96.6%	96.0%	96.1%
Eligible for gifted and talented	9.3%	Down from 11.9%	12.0%	11.7%
With disabilities other than speech	9.2%	Down from 11.6%	8.6%	8.0%
Older than usual for grade	0.0%	Down from 0.9%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	44.0%	Down from 50.0%	60.0%	60.5%
Continuing contract teachers	84.0%	Down from 87.5%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 84.8%	88.8%	87.0%
Teacher attendance rate	99.2%	Up from 90.9%	95.3%	95.4%
Average teacher salary*	\$44,349	Down 3.7%	\$47,146	\$47,288
Professional development days/teacher	10.1 days	Down from 10.4 days	10.0 days	10.5 days
School				
Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 19.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	95.3%	Up from 86.5%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,241	Up 33.3%	\$7,450	\$7,548
Percent of expenditures for instruction**	63.4%	Down from 64.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.0%	Up from 61.7%	64.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Tamassee-Salem Elementary School is a 4K - 5th grade school that serves 280 students. The mission of Tamassee-Salem Elementary is to provide a safe learning environment where all students reach their full potential. We are very excited about the accomplishments of our students and staff during the 2009 - 2010 school year! Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation. We also received a Palmetto Silver Award for general performance and for making substantial progress in closing the achievement gap. The continued analysis of our state testing and Measuring Academic Progress (MAP) data allows us to reflect upon our instructional strategies so that we can be assured we are meeting the needs of all of our students. Our MAP scores meet the district and national averages. The academic success and well being of our students at Tamassee-Salem Elementary School are always the chief factors in decision making at our school. We pride ourselves on offering a welcoming and safe environment not only to our students, but also to our families. Our school is accredited by the South Carolina Council on Accreditation and School Improvement along with the Southern Association of Colleges and Schools. Our Pre-K program is licensed by the Department of Social Services.

Our students participated in activities before school, such as reading and math computer labs, chorus, and Cougar Leaders. Qualifying 5th graders also participated in the Jr. Beta Club after school. Our 5th graders are also given the opportunity to participate in an art club during the school day. Our chorus participated in the annual district wide Mayfest Choral Performance, and many of our students were also invited to participate in the K - 5 Annual Artist Exhibit at the Blue Ridge Arts Association. Our students represented us well in the SDOC Science Fair. We had several students become published authors this year as they were chosen by publishing companies to take part in anthologies of children's literature. Chick-Fil-A of Seneca continues to be our business partner for character education and our monthly spirit nights. Our students, staff, and families continue to have the opportunities to participate in service projects. Our Relay for Life raised money for the American Cancer Society and our students participated in Jump Rope for Heart to raise money for the American Heart Association.

As you can see, Tamassee-Salem Elementary School has numerous accomplishments to be proud of. These accomplishments are only possible because of the dedication of our staff, students, and families. We appreciate the support of our community who volunteer many hours to help our students. It is truly a team effort!

Shanon H. Lusk, Principal
Tricia Burgess, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	37	29
Percent satisfied with learning environment	100.0%	97.2%	96.6%
Percent satisfied with social and physical environment	100.0%	100.0%	93.1%
Percent satisfied with school-home relations	96.0%	97.2%	93.1%

* Only students at the highest elementary 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

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 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	96.5%	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	122	100	9.5	39.7	50.9	94	83.6	83.5	Yes	Yes
Gender										
Male	60	100	17.5	36.8	45.6	87.7	80	80.1	N/A	N/A
Female	62	100	1.7	42.4	55.9	100	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	118	100	8.8	40.7	50.4	94.7	85.6	89.6	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	85.1	I/S	I/S
Disability Status										
Disabled	20	100	29.4	35.3	35.3	82.4	52.7	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	13.3	46.7	40	90	77.8	76.9	Yes	Yes

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

All Students	122	100	20.7	41.4	37.9	89.7	82.6	80.4	Yes	Yes
Gender										
Male	60	100	28.1	35.1	36.8	84.2	80.7	78.4	N/A	N/A
Female	62	100	13.6	47.5	39	94.9	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	20.4	40.7	38.9	89.4	84.6	87.8	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	79.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	83.2	I/S	I/S
Disability Status										
Disabled	20	100	41.2	29.4	29.4	70.6	53.9	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	28.3	46.7	25	86.7	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	83	100	27.5	61.3	11.3	72.5	68.2	67.3
Gender								
Male	44	100	33.3	52.4	14.3	66.7	68.3	66.9
Female	39	100	21.1	71.1	7.9	78.9	68.2	67.7
Racial/Ethnic Group								
White	81	100	26.6	62	11.4	73.4	72.8	79.6
African American	1	I/S	N/A	N/A	N/A	N/A	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	51.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	14	100	33.3	41.7	25	66.7	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	0	N/A	N/A	N/A	N/A	N/A	49.4	58.6
Socio-Economic Status								
Subsidized meals	42	100	39	56.1	4.9	61	57.8	55.4

Social Studies

All Students	81	100	23.7	52.6	23.7	76.3	68.4	70.9
Gender								
Male	37	100	29.4	32.4	38.2	70.6	68.9	70.1
Female	44	100	19	69	11.9	81	67.8	71.7
Racial/Ethnic Group								
White	79	100	24.3	52.7	23	75.7	70.9	79.2
African American	1	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	50	25	25	50	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	0	N/A	N/A	N/A	N/A	N/A	60.7	68
Socio-Economic Status								
Subsidized meals	44	100	35.7	52.4	11.9	64.3	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	125	98.4	22	39.8	38.1	78	72.8	72.1	96.5	95.9
Gender										
Male	61	96.7	40.4	38.6	21.1	59.6	64.7	65.2	96.5	95.9
Female	64	100	4.9	41	54.1	95.1	81.3	79.2	96.5	95.8
Racial/Ethnic Group										
White	120	98.3	21.1	40.4	38.6	78.9	75	80.8	96.4	95.6
African American	2	I/S	I/S	I/S	I/S	I/S	63.2	59.7	98.2	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.6	87	98.3	98.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.9	64.6	98	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	73.4	N/A	95.9
Disability Status										
Disabled	19	89.5	60	20	20	40	29.2	27.7	96	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	1	I/S	I/S	I/S	I/S	I/S	59.7	63.7	98	96.7
Socio-Economic Status										
Subsidized meals	65	98.5	29	41.9	29	71	63.9	61.9	96	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	49	100	17	29.8	53.2	83
	4	42	100	10.5	57.9	31.6	89.5
	5	43	100	24.4	31.7	43.9	75.6
	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
2010	3	41	100	5.3	31.6	63.2	94.7
	4	42	100	12.5	47.5	40	87.5
	5	39	100	10.5	39.5	50	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	49	100	23.4	57.4	19.1	76.6
	4	42	100	10.5	57.9	31.6	89.5
	5	43	100	19.5	61	19.5	80.5
	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
2010	3	41	100	26.3	44.7	28.9	73.7
	4	42	100	17.5	40	42.5	82.5
	5	39	100	18.4	39.5	42.1	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	25	96	29.2	66.7	4.2	70.8
	4	41	100	18.9	67.6	13.5	81.1
	5	22	100	15	70	15	85
	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
2010	3	21	100	45	40	15	55
	4	42	100	22.5	70	7.5	77.5
	5	20	100	20	65	15	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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	24	95.8	13	60.9	26.1	87
	4	42	100	13.2	73.7	13.2	86.8
	5	21	100	28.6	42.9	28.6	71.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	20	100	11.1	55.6	33.3	88.9
	4	42	100	25	60	15	75
	5	19	100	33.3	33.3	33.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	49	100	21.3	38.3	40.4	78.7
	4	42	97.6	24.3	56.8	18.9	75.7
	5	42	97.6	45	35	20	55
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	43	100	32.5	37.5	30	67.5
	4	43	100	17.1	36.6	46.3	82.9
	5	39	94.9	16.2	45.9	37.8	83.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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

Abbreviations for Missing Data

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