



SALUDA HIGH

160 Ivory Key Road
Saluda, SC 29138

Grades	9-12 High School	
Enrollment	609 Students	
Principal	James C. Crawford	864-445-3011
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	Dr. Kathy Coleman	864-445-8625

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	At-Risk
2008	Good	Below Average
2007	Good	Excellent
2006	Good	Below 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 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	24	2	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	74.7%	74.8%	82.1%	78.9%	74.1%	77.4%
Passed 1 subtest (%)	14.4%	11.2%	9.9%	11.6%	13.7%	11.9%
Passed no subtests (%)	10.9%	14.0%	7.9%	9.5%	12.2%	11.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	91.8%	89.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	145	180	245	284
Number of Graduates in Cohort	111	135	181	197
Rate	76.6%	75.0%	74.9%	70.8%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	86.0%	73.5%
English 1	62.5%	66.4%
Physical Science	54.4%	52.6%
US History and the Constitution	48.6%	39.4%
All Tests	62.1%	56.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=609)				
Retention rate	3.7%	Down from 4.3%	3.7%	3.7%
Attendance rate	95.8%	Up from 95.6%	95.3%	95.4%
Eligible for gifted and talented	8.4%	Down from 9.3%	11.7%	12.4%
With disabilities other than speech	13.1%	Up from 11.4%	13.1%	12.8%
Older than usual for grade	10.5%	Up from 8.6%	9.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 1.7%	0.9%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 3.4%	13.0%	13.1%
Successful on AP/IB exams	N/A	N/A	43.6%	50.4%
Eligible for LIFE Scholarship	45.1%	Down from 60.3%	30.9%	30.4%
Annual dropout rate	2.9%	Down from 4.2%	3.5%	3.1%
Career/technology students in co-curricular organizations	20.7%	Down from 24.5%	1.3%	2.2%
Enrollment in career/technology courses	421	Down from 429	432	424
Students participating in work-based experiences	47.2%	Down from 69.2%	12.9%	11.7%
Career/technology students attaining technical skills	90.8%	Up from 88.8%	77.5%	78.7%
Career/technology completers placed	97.8%	Up from 97.7%	97.2%	98.5%
Teachers (n=41)				
Teachers with advanced degrees	46.3%	Up from 43.9%	59.4%	60.4%
Continuing contract teachers	61.0%	No Change	80.3%	76.6%
Teachers with emergency or provisional certificates	13.3%	Up from 10.3%	5.4%	6.5%
Teachers returning from previous year	81.3%	Up from 77.9%	87.6%	86.8%
Teacher attendance rate	95.0%	Up from 94.3%	95.2%	95.8%
Average teacher salary*	\$41,995	Down 1.6%	\$47,316	\$47,390
Professional development days/teacher	13.2 days	Down from 16.2 days	10.8 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	26.9 to 1	Down from 27.5 to 1	26.9 to 1	25.8 to 1
Prime instructional time	89.1%	Up from 87.5%	89.2%	90.1%
Dollars spent per pupil**	\$8,212	Up 0.8%	\$7,788	\$7,974
Percent of expenditures for teacher salaries**	49.0%	Up from 47.9%	54.9%	55.4%
Percent of expenditures for instruction**	52.5%	Up from 51.9%	60.5%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.9%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	158	91.8%	763	62.1%	180	75.0%	No
Gender							
Male	75	93.3%	395	64.3%	89	69.7%	N/A
Female	83	90.4%	368	59.8%	91	80.2%	N/A
Racial/Ethnic Group							
White	86	96.5%	353	73.7%	96	77.1%	N/A
African American	60	86.7%	281	50.2%	70	75.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	81.8%	89	58.4%	13	53.8%	N/A
American Indian/Alaskan	N/A	N/A	39	51.3%	N/A	N/A	N/A
Disability Status							
Disabled	14	71.4%	99	33.3%	18	55.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	83	47.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	81	85.2%	472	55.1%	93	63.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Saluda High School is dedicated to providing students with the best possible opportunity to receive an excellent education. We believe in holding all students and staff to high standards and fostering an environment in which everyone can be successful. The 2009-2010 school year has been another great year for the students, faculty, and staff of Saluda High School.

Academically, we continue our trend of overall improvement. Our preliminary score reports on our End of Course (EOC) examinations indicate gains in English, math, United States History, and physical science. We are anxiously awaiting our final scores for the current year on the EOC examinations and HSAP. We attribute our academic success to our structured program of staff development, our Academy Time for targeted academic assistance, and the hard work of our students, faculty, and support staff. This year, we continued implementing professional learning communities, where teachers collaborate to focus on student learning. We also conducted a yearlong study on grading practices and began to expand and refine our use of formative assessment. During 2009-2010, we increased our dual credit course offerings through Piedmont Technical College, adding Math 120 / 121 (probability and statistics). We also plan to add History 101/102 (Western Civilization) for the 2010-2011 school year.

The graduating class of 2010 was the largest since 1989, boasting 142 seniors. Our senior class as a group was awarded over \$1,600,000 in scholarships. Forty-five seniors were eligible for either a two or four year Life Scholarship. This was an outstanding accomplishment for our senior class. Five students received the President's Award for Educational Excellence and three seniors received Palmetto Fellows Scholarships.

Once again, our athletic teams, clubs, and organizations excelled on the regional and state levels. The Saluda High School Athletic Department had 2 Coaches of the Year, 3 Region Players of the Year, 3 athletes that made All-State Teams, 1 athlete named to an All-Star Team, and 35 athletes selected to Region 3-AA All Region Teams. Eleven out of fourteen varsity teams qualified for the state play-offs (as a team or as individuals). Our softball team had an exceptional season, finishing first in our region.

One of our art students won second place in the nation in the National Wild Turkey Federation Art Contest. Our Future Farmers of America (FFA) organization was recognized as the county winner of the Adopt-A-Highway program and a team of our FFA members placed first in the Woodland Clinic. Our NJROTC rifle team won the greater Columbia Region title for marksmanship.

This past year has been a very exciting year to be a part of the Saluda High School family. We pledge to build on the success we had this year and continue to improve in the months and years to come.

James C. Crawford, Principal

Deborah Minick, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	106	21
Percent satisfied with learning environment	83.3%	67.0%	76.2%
Percent satisfied with social and physical environment	97.2%	86.7%	81.0%
Percent satisfied with school-home relations	69.4%	82.7%	76.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 15 out of 17 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	N/A
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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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	154	100	12.7	34	32	21.3	66.7	66.7	65.9	Yes	Yes
Male	80	100	12.8	35.9	32.1	19.2	65.4	65.4	60.8	N/A	N/A
Female	74	100	12.5	31.9	31.9	23.6	68.1	68.1	71	N/A	N/A
White	79	100	5.2	26	39	29.9	80.5	80.5	77.5	Yes	Yes
African American	53	100	17.3	44.2	25	13.5	55.8	55.8	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	16	100	25	31.3	31.3	12.5	50	50	56.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	19	100	52.6	26.3	15.8	5.3	26.3	26.3	21.3	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	14	100	42.9	35.7	14.3	7.1	28.6	28.6	47.3	I/S	I/S
Subsidized meals	86	100	19.5	36.6	28	15.9	58.5	58.5	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	154	100	12.7	30.7	40	16.7	73.3	73.3	62.3	Yes	Yes
Male	80	100	12.8	32.1	37.2	17.9	74.4	74.4	61.7	N/A	N/A
Female	74	100	12.5	29.2	43.1	15.3	72.2	72.2	63	N/A	N/A
White	79	100	7.8	26	42.9	23.4	83.1	83.1	75	Yes	Yes
African American	53	100	19.2	36.5	38.5	5.8	63.5	63.5	44	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	16	100	12.5	25	43.8	18.8	68.8	68.8	56.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	19	100	52.6	26.3	21.1	0	36.8	36.8	22.1	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	14	100	21.4	42.9	14.3	21.4	42.9	42.9	52.6	I/S	I/S
Subsidized meals	86	100	17.1	36.6	36.6	9.8	63.4	63.4	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	152	97.4	52.7	28.4	10.1	8.8	18.9	N/A	N/A	N/A	N/A
Male	78	96.2	52.0	28.0	12.0	8.0	20.0	N/A	N/A	N/A	N/A
Female	74	98.6	53.4	28.8	8.2	9.6	17.8	N/A	N/A	N/A	N/A
White	79	94.9	46.7	29.3	13.3	10.7	24.0	N/A	N/A	N/A	N/A
African American	51	100.0	62.7	25.5	5.9	5.9	11.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	100.0	50.0	25.0	12.5	12.5	25.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	17	100.0	94.1	5.9	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	15	100.0	66.7	26.7	0.0	6.7	6.7	N/A	N/A	N/A	N/A
Subsidized meals	84	98.8	57.8	28.9	7.2	6.0	13.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	146	99.3	15.8	42.4	31.7	10.1	58.3	58.3	61.8
	2010	154	100	12.7	34	32	21.3	66.7	66.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	145	100	20.1	33.1	35.3	11.5	57.6	57.6	62.7
	2010	154	100	12.7	30.7	40	16.7	73.3	73.3	62.3

* Adjusted to account for natural variation in performance.