

TAMASSEE-SALEM MIDDLE/HIGH

4 Eagle Lane
Salem, SC 29676

Grades	6-12 Middle School	
Enrollment	286 Students	
Principal	Steve M.R. Moore	864-886-4545
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	Average	Average
2009	Average	Good
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

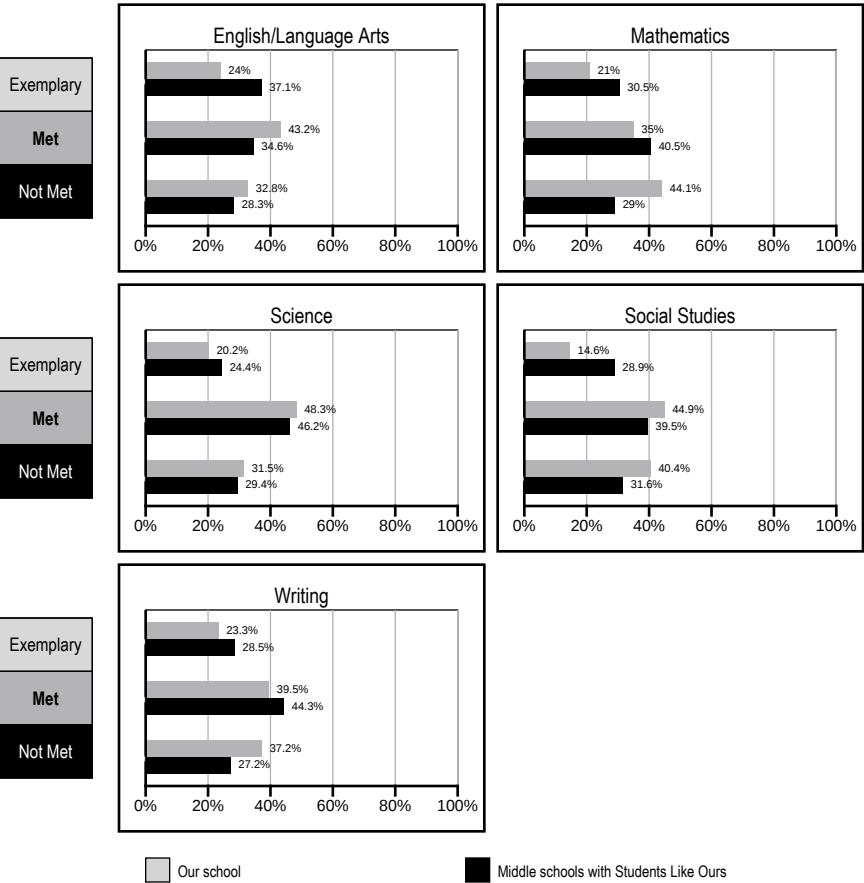
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	44	0	0

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

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	61.1%	96.6%
English 1	N/A	97.5%
Physical Science	N/A	53.0%
US History and the Constitution	N/A	N/A
All Subjects	61.1%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=286)				
Students enrolled in high school credit courses (grades 7 & 8)	38.9%	Down from 45.3%	24.9%	24.2%
Retention rate	0.0%	Down from 2.7%	0.8%	0.7%
Attendance rate	94.4%	Up from 93.4%	95.8%	95.9%
Eligible for gifted and talented	11.9%	Down from 12.0%	18.7%	16.4%
With disabilities other than speech	25.7%	Down from 27.9%	12.2%	12.0%
Older than usual for grade	2.4%	Down from 3.4%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 0.0%	0.9%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	80.0%	Up from 76.9%	61.1%	58.5%
Continuing contract teachers	92.0%	Up from 84.6%	84.9%	80.0%
Teachers with emergency or provisional certificates	8.0%	Up from 7.7%	2.6%	4.0%
Teachers returning from previous year	87.6%	Down from 89.1%	86.1%	84.6%
Teacher attendance rate	97.4%	Up from 95.8%	95.6%	95.4%
Average teacher salary*	\$50,511	Up 2.1%	\$47,243	\$46,561
Professional development days/teacher	9.1 days	Down from 10.1 days	10.5 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.7 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.1%	Up from 88.1%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	98.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,695	Down 36.4%	\$7,527	\$7,802
Percent of expenditures for instruction**	59.5%	Up from 58.0%	63.8%	63.8%
Percent of expenditures for teacher salaries**	53.1%	Up from 51.7%	60.4%	60.0%

* 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

School Year 2009 – 2010 has been a productive year for students, faculty, and staff at TSMHS. We continue our focus on fostering the culture of a learning community for all stakeholders. Our faculty continues its efforts of professional growth and improving school level technology. TSMHS participated in the SREB High Schools That Work Technical Assistance Visit and received positive feedback for our continued efforts.

With the assistance from our School Improvement Council, we continue to review all school data and goals which we believe will be accomplished. Focused School Renewal Plan goals were established, reviewed, and should be achieved through collaborative efforts.

The forefront of our total mission continues to be the development of self-confident learners. In our third year with Mr. Robinson and Ms Biggers, the Academic Recovery Center (ARC LAB) has provided students with many opportunities for success in academics. This year, our athletes have even benefitted through the after-school program with a mandatory homework center to provide assistance as needed.

Students have been identified to participate in an academic program for assistance while others have had the opportunity to participate in an accelerated program through the SC Virtual School Program. Student results for meeting state standards, school, and district goals were achieved during the 08-09 school year and should be reached during the 09-10 school year. TSMHS was also recognized as a Red Carpet School Winner.

The SIC, faculty, and staff of TSMHS extend a thank you to our volunteers, parents, and students for their diligent work in representing TSMHS.

(The SIC serves as an advisory committee to Mr. Moore and to the faculty of TSMHS. Our focus is to bring together parents and community members to collaborate on the academic and social development of all students.)

Steve M.R. Moore, Principal
Lynn Peak, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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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	94.4%	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	144	98.6	32.3	43.5	24.2	78.2	83.6	83.5	Yes	Yes
Gender										
Male	77	97.4	28.4	44.8	26.9	80.6	80	80.1	N/A	N/A
Female	67	100	36.8	42.1	21.1	75.4	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	139	99.3	31.1	44.3	24.6	78.7	85.6	89.6	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	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	38	100	55.6	41.7	2.8	52.8	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	84	98.8	42.9	38.6	18.6	71.4	77.8	76.9	Yes	Yes

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

All Students	144	98.6	42.7	37.9	19.4	70.2	82.6	80.4	Yes	Yes
Gender										
Male	77	97.4	40.3	38.8	20.9	70.1	80.7	78.4	N/A	N/A
Female	67	100	45.6	36.8	17.5	70.2	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	139	99.3	41.8	38.5	19.7	70.5	84.6	87.8	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	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	38	100	66.7	30.6	2.8	44.4	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	84	98.8	51.4	34.3	14.3	64.3	76.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	101	99	30.7	48.9	20.5	69.3	68.2	67.3
Gender								
Male	51	98	23.9	54.3	21.7	76.1	68.3	66.9
Female	50	100	38.1	42.9	19	61.9	68.2	67.7
Racial/Ethnic Group								
White	99	99	29.9	49.4	20.7	70.1	72.8	79.6
African American	2	I/S	I/S	I/S	I/S	I/S	45.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	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	24	100	50	45.8	4.2	50	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	59	100	36	50	14	64	57.8	55.4

Social Studies								
All Students	101	100	40.4	44.9	14.6	59.6	68.4	70.9
Gender								
Male	52	100	35.4	47.9	16.7	64.6	68.9	70.1
Female	49	100	46.3	41.5	12.2	53.7	67.8	71.7
Racial/Ethnic Group								
White	98	100	40.2	44.8	14.9	59.8	70.9	79.2
African American	3	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	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	29	100	59.3	29.6	11.1	40.7	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	59	100	50	42	8	50	56.9	60.8

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	142	98.6	36.7	39.8	23.4	63.3	72.8	72.1	95.4	95.9
Gender										
Male	76	98.7	38.6	35.7	25.7	61.4	64.7	65.2	95.1	95.9
Female	66	98.5	34.5	44.8	20.7	65.5	81.3	79.2	95.7	95.8
Racial/Ethnic Group										
White	138	98.6	36.5	39.7	23.8	63.5	75	80.8	95.3	95.6
African American	4	I/S	I/S	I/S	I/S	I/S	63.2	59.7	97.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	87	N/A	98.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	64.6	N/A	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	38	100	61.1	36.1	2.8	38.9	29.2	27.7	95.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	59.7	63.7	N/A	96.7
Socio-Economic Status										
Subsidized meals	82	98.8	44.6	39.2	16.2	55.4	63.9	61.9	95	95.4

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	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	53	100	27.7	42.6	29.8	72.3
	7	38	100	17.9	57.1	25	82.1
	8	32	100	17.2	48.3	34.5	82.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	100	32.5	52.5	15	67.5
	7	60	100	32.1	39.6	28.3	67.9
	8	39	94.9	32.3	38.7	29	67.7
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	53	100	27.7	36.2	36.2	72.3
	7	38	100	10.7	64.3	25	89.3
	8	32	96.9	20.7	58.6	20.7	79.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	100	55	37.5	7.5	45
	7	60	100	34	35.8	30.2	66
	8	39	94.9	41.9	41.9	16.1	58.1
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	26	100	25	58.3	16.7	75
	7	38	100	14.3	60.7	25	85.7
	8	17	100	12.5	68.8	18.8	87.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	22	100	42.1	47.4	10.5	57.9
	7	60	100	30.2	47.2	22.6	69.8
	8	19	94.7	18.8	56.3	25	81.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	27	100	17.4	69.6	13	82.6
	7	38	100	35.7	60.7	3.6	64.3
	8	15	93.3	15.4	61.5	23.1	84.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	23	100	33.3	61.9	4.8	66.7
	7	60	100	47.2	34	18.9	52.8
	8	18	100	26.7	60	13.3	73.3
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	55	98.2	31.9	48.9	19.1	68.1
	7	36	97.2	21.4	57.1	21.4	78.6
	8	32	100	31	51.7	17.2	69
2010	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	46	100	47.6	33.3	19	52.4
	7	58	98.3	37	31.5	31.5	63
	8	38	97.4	21.9	62.5	15.6	78.1

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