

SALUDA MIDDLE

140 Ivory Key Rd
Saluda, SC 29138

Grades	6-8 Middle School	
Enrollment	477 Students	
Principal	Shawn Clark	864-445-3767
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	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

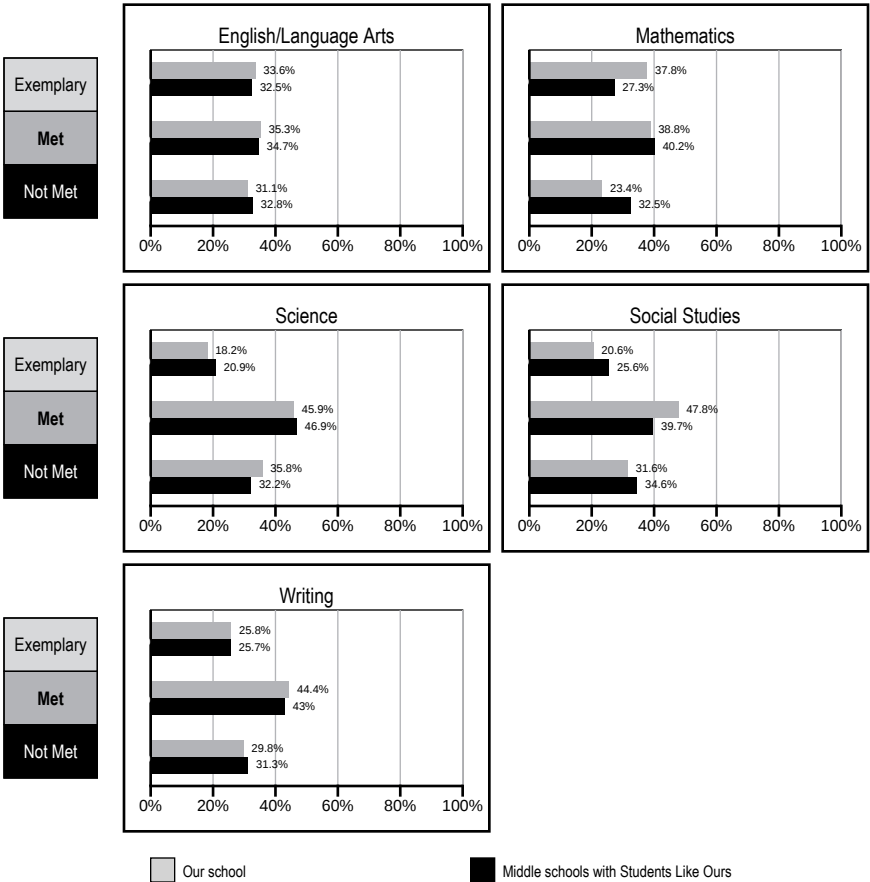
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	45	3	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	100.0%	96.6%
English 1	100.0%	97.6%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=477)				
Students enrolled in high school credit courses (grades 7 & 8)	96.1%	Up from 82.7%	24.8%	24.2%
Retention rate	0.2%	Down from 0.9%	0.7%	0.7%
Attendance rate	96.0%	Down from 96.3%	95.6%	95.9%
Eligible for gifted and talented	12.4%	Down from 12.7%	16.7%	16.4%
With disabilities other than speech	12.4%	Down from 13.5%	13.1%	12.0%
Older than usual for grade	3.8%	Up from 2.7%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.6%	0.5%
Annual dropout rate	0.7%	Up from 0.3%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Up from 50.0%	55.6%	58.5%
Continuing contract teachers	86.5%	Up from 63.9%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.6%	3.6%	4.0%
Teachers returning from previous year	82.0%	Up from 76.6%	84.3%	84.6%
Teacher attendance rate	95.2%	Down from 95.6%	95.2%	95.4%
Average teacher salary*	\$42,190	Down 2.1%	\$45,428	\$46,561
Professional development days/teacher	19.8 days	Down from 20.6 days	10.7 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.0 to 1	21.4 to 1	21.1 to 1
Prime instructional time	89.5%	Down from 90.2%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 98.4%	98.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,231	Up 13.5%	\$7,771	\$7,802
Percent of expenditures for instruction**	69.0%	Down from 70.2%	64.2%	63.8%
Percent of expenditures for teacher salaries**	67.9%	No Change	60.0%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

All teachers are currently engaged in on-going, district-wide professional development, regarding instructional strategies, formative assessment, common planning, and power standards. All faculty members have also received intense, on-going training in using Thinking Maps and providing feedback to students. Academy Time continues as a "power period" in which students have the opportunity for enrichment, second chances at academic success, and remediation.

As a carry over from last year's professional development, teachers spent the year working in Professional Learning Communities which involves educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for students. Staff members were trained in various aspects of integrating technology and all faculty members participated in the second annual Instructional Fair where district staff provided professional development activities in-house.

This school year saw the addition of five new courses offered for high school credit: Algebra I Honors, English I Honors, Computer Applications, Real World Math Applications, and Real World Reading Applications. End-Of-Course (EOC) Examination Program results for Algebra I Honors and English I Honors were extremely successful with 100% of students passing. Over half of the students taking the exams scored an "A." Saluda Middle School also received additional staff through a substantial grant. We now employ a School Resource Officer, Parent Liaison, Truancy Officer, and Violence Prevention Coordinator.

Before and after school, SMS held the following extracurricular activities: vocal ensemble, Future Business Leaders of America, ROAR Television Production Crew, School Improvement Council, BETA club, yearbook staff, poetry club, marching and jazz band, percussion ensemble, athletics, student council, and Fellowship of Christian Athletes. The BETA club placed second in the scrapbook category and third in the skit team at the state convention, and one of our students was selected to serve as the State Chaplain. Nine students were identified as South Carolina Junior Scholars, and 12 students were identified as academically qualified to participate in the Duke University Talent Identification Program. Over a dozen students were recognized for their artistic abilities through various art competitions, and three students were selected for the Governor's School of the Arts summer program for music.

HOSTS (Helping One Student to Succeed) was implemented for the eighth 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. With the assistance of our Career Development Facilitator, 357 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.

Maribeth Werts, School Improvement Council

Shawn Clark, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	145	84
Percent satisfied with learning environment	92.1%	84.0%	91.5%
Percent satisfied with social and physical environment	97.4%	88.8%	82.1%
Percent satisfied with school-home relations	86.8%	87.3%	84.3%

* Only students at the highest middle 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

School Adequate Yearly Progress

NO

This school met 28 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	1.9%
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	8.6%	0.0%	No
Student attendance rate	96.0%	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	478	100	32.2	35.8	32	76.6	80.4	83.5	Yes	Yes
Gender										
Male	250	100	40.7	32.5	26.7	70.8	75.6	80.1	N/A	N/A
Female	228	100	22.9	39.5	37.7	83	85.4	87	N/A	N/A
Racial/Ethnic Group										
White	225	100	20.7	36.9	42.3	85.1	85.9	89.6	Yes	Yes
African American	165	100	49.1	30.4	20.5	61.5	70.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	84.2	79.6	I/S	I/S
American Indian/Alaskan	80	100	29.5	43.6	26.9	83.3	83.8	85.1	Yes	Yes
Disability Status										
Disabled	64	100	72.6	21	6.5	37.1	35.1	51.7	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	34.7	42.9	22.4	83.7	82.9	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	320	100	40.5	37.5	22	70.2	75.9	76.9	Yes	Yes

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

All Students	478	100	25.1	41.6	33.3	83.5	84.1	80.4	Yes	Yes
Gender										
Male	250	100	28.8	39.5	31.7	79.4	80.9	78.4	N/A	N/A
Female	228	100	21.1	43.9	35	87.9	87.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	225	100	19.4	37.4	43.2	88.7	88.2	87.8	Yes	Yes
African American	165	100	38.5	42.9	18.6	72	76.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82	78.3	I/S	I/S
American Indian/Alaskan	80	100	11.5	52.6	35.9	93.6	93.8	83.2	Yes	Yes
Disability Status										
Disabled	64	100	64.5	29	6.5	41.9	47.7	46.1	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	10.2	55.1	34.7	93.9	86	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	320	100	32.4	43.4	24.3	78.3	79.6	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	316	100	35.6	46	18.4	64.4	62.8	67.3
Gender								
Male	168	100	36	44.5	19.5	64	61.5	66.9
Female	148	100	35.2	47.6	17.2	64.8	64.2	67.7
Racial/Ethnic Group								
White	156	100	25.2	46.5	28.4	74.8	76.4	79.6
African American	106	100	49.5	45.6	4.9	50.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54.5	59.4
American Indian/Alaskan	48	100	38.3	44.7	17	61.7	59.2	69.5
Disability Status								
Disabled	39	100	78.4	18.9	2.7	21.6	27.4	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	32	100	45.5	42.4	12.1	54.5	51.1	58.6
Socio-Economic Status								
Subsidized meals	205	100	47	44.4	8.6	53	52.5	55.4

Social Studies

All Students	314	100	31.4	48.2	20.5	68.6	70.5	70.9
Gender								
Male	165	100	28.5	48.7	22.8	71.5	71.7	70.1
Female	149	100	34.5	47.6	17.9	65.5	69.3	71.7
Racial/Ethnic Group								
White	145	100	26.8	47.9	25.4	73.2	76.9	79.2
African American	110	100	40.6	46.2	13.2	59.4	61	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.5	68
American Indian/Alaskan	55	100	24.5	52.8	22.6	75.5	74.1	71.2
Disability Status								
Disabled	48	100	N/A	N/A	N/A	34.8	31.6	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	33	100	28.1	56.3	15.6	71.9	65.4	68
Socio-Economic Status								
Subsidized meals	213	100	36.9	48.3	14.8	63.1	63.9	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	482	99.4	29.8	44.4	25.8	70.2	73.5	72.1	96	95.7
Gender										
Male	252	98.8	39.1	42.8	18.1	60.9	66.2	65.2	95.8	95.6
Female	230	100	19.7	46.2	34.1	80.3	81.3	79.2	96.2	95.9
Racial/Ethnic Group										
White	226	99.6	19.8	41.9	38.3	80.2	80.3	80.8	95.8	95.6
African American	167	98.8	45.3	43.4	11.3	54.7	63.2	59.7	95.8	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.5	64.6	96.5	95.8
American Indian/Alaskan	81	100	26.3	53.8	20	73.8	74.1	73.4	97	96.8
Disability Status										
Disabled	65	96.9	83.3	15	1.7	16.7	20.4	27.7	95.2	94.7
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	98.3	95.1
English Proficiency										
Limited English Proficient	48	100	30	50	20	70	71.1	63.7	97	96
Socio-Economic Status										
Subsidized meals	323	99.4	39.2	43.4	17.5	60.8	66	61.9	95.4	95.2

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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	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
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	170	100	31.7	34.1	34.1	68.3
	7	152	100	29.7	42.8	27.6	70.3
	8	156	100	35.1	31.2	33.8	64.9
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
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	170	100	22.8	37.7	39.5	77.2
	7	152	100	31	39.3	29.7	69
	8	156	100	22.1	48.1	29.9	77.9
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
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	85	100	60	35.3	4.7	40
	7	152	100	26	52.1	21.9	74
	8	79	100	26.9	46.2	26.9	73.1

Abbreviations for Missing Data

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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	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
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	85	100	18.3	63.4	18.3	81.7
	7	152	100	36.6	42.8	20.7	63.4
	8	77	100	35.5	42.1	22.4	64.5
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
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	171	100	31.1	41.3	27.5	68.9
	7	154	98.1	34	45.1	20.8	66
	8	157	100	24.5	47.1	28.4	75.5

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