



## SALUDA ELEMENTARY

400 West Butler Ave.  
Saluda, SC 29138

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	288 Students	
<b>Principal</b>	Marcie Enlow	864-445-2564
<b>Superintendent</b>	Dr. David M. Mathis	864-445-8441
<b>Board Chair</b>	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
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	Good
2006	Average	Good

\* 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

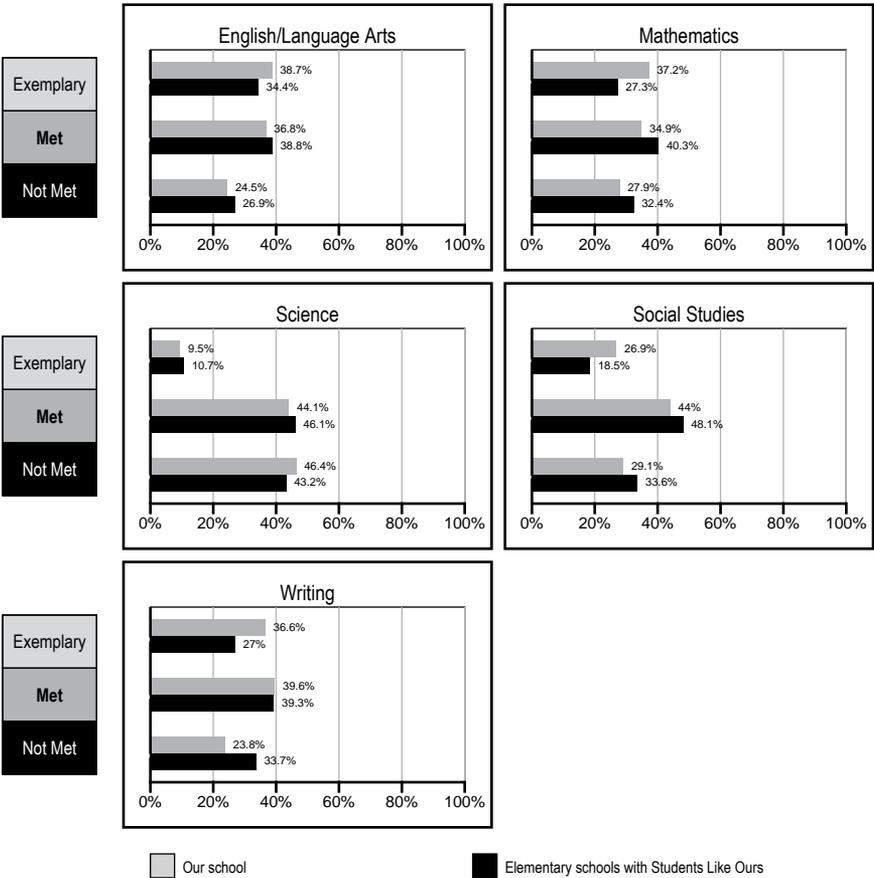
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	94	14	1

\* 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

Exemphary	"Exemphary" means the student demonstrated exemphary 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
<b>Students (n=288)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.8%	Up from 2.3%	1.6%	1.2%
Attendance rate	96.1%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	4.4%	Down from 5.3%	9.5%	11.7%
With disabilities other than speech	6.1%	Down from 9.0%	9.1%	8.0%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	47.6%	Down from 57.1%	58.7%	60.5%
Continuing contract teachers	85.7%	Down from 90.5%	84.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.5%	Up from 81.6%	86.3%	87.0%
Teacher attendance rate	93.6%	Down from 94.6%	94.9%	95.4%
Average teacher salary*	\$46,363	Down 2.6%	\$46,509	\$47,288
Professional development days/teacher	15.2 days	Down from 35.1 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 19.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.4%	Down from 89.4%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,301	Up 2.2%	\$7,502	\$7,548
Percent of expenditures for instruction**	62.7%	Up from 62.6%	67.6%	68.7%
Percent of expenditures for teacher salaries**	60.8%	Up from 57.2%	64.5%	65.1%

\* 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 Elementary School is proud of the accomplishments of our students, faculty, and staff during the 2009-2010 school year. SES made Annual Yearly Progress (AYP) meeting 25 of 25 objectives.

Technology continues to provide added opportunities for teachers to experience learning through different media. All academic classrooms and special education classrooms have Smartboards providing interactive instructional activities for our students. Teachers have received training through staff development, enabling them to become proficient in using this technology. In addition, students will benefit in math, reading, and social studies through Study Island.

Our school is fortunate to have an active PTA and School Improvement Council. The PTA provides funds for our outside classroom garden, the agenda books which are essential in daily contacts with the parents of our students. This year the students and teachers raised over \$10,319 for Relay for Life. In addition, our school raised money for Ronald McDonald, and participated in a canned food drive. Parent/community activities included Veteran's Program, Donuts for Dads, Grits for Grands, Annie Jr. Program, Muffins for Moms, Family Christmas Tree Trimming, Mapping Through a Movie & Mystery Night, Real Men Read, and the Spring PTA Carnival.

The school received 21st Century Grant that provided an After-school Homework and Arts Program for at-risk students. The grant furnished a lab featuring 22 Kawai pianos, 1 Kawai teacher piano, 23 headsets with microphones, and 75 Alfred piano books.

Our student-centered school, data-driven curriculum, excellent staff, motivated students, and our active parent/community involvement have made this a very successful school year. As we strive to meet the challenges and opportunities ahead, we ask for the continued support of our parents and community in helping us provide the best possible education for each and every student.

Marcie Enlow, Principal

Shelia Myers, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	67	49
Percent satisfied with learning environment	61.9%	88.1%	77.1%
Percent satisfied with social and physical environment	81.0%	87.9%	75.0%
Percent satisfied with school-home relations	52.4%	90.9%	73.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 25 out of 25 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	284	100	24.6	36.8	38.6	84.9	80.4	83.5	Yes	Yes
<b>Gender</b>										
Male	139	100	28.8	32.6	38.6	82.6	75.6	80.1	N/A	N/A
Female	145	100	20.7	40.7	38.6	87.1	85.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	92	100	11.2	39.3	49.4	89.9	85.9	89.6	Yes	Yes
African American	120	100	32.8	37.1	30.2	81	70.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	68	100	29.2	33.8	36.9	84.6	84.2	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	70.8	16.7	12.5	33.3	35.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	54	100	34.6	32.7	32.7	82.7	82.9	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	226	100	29.2	38	32.9	82.4	75.9	76.9	Yes	Yes

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

All Students	284	99.7	27.3	35.8	36.9	84.9	84.1	80.4	Yes	Yes
<b>Gender</b>										
Male	139	99.3	26	36.6	37.4	83.2	80.9	78.4	N/A	N/A
Female	145	100	28.6	35	36.4	86.4	87.4	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	92	100	15.7	40.4	43.8	89.9	88.2	87.8	Yes	Yes
African American	120	100	35.3	35.3	29.3	81.9	76.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	68	98.5	29.7	31.3	39.1	82.8	82	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	58.3	33.3	8.3	50	47.7	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	54	100	32.7	34.6	32.7	80.8	86	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	226	99.6	33	35.8	31.2	81.9	79.6	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
<b>Science</b>								
All Students	189	100	45.6	44.5	9.9	54.4	62.8	67.3
<b>Gender</b>								
Male	94	100	49.5	36.3	14.3	50.5	61.5	66.9
Female	95	100	41.8	52.7	5.5	58.2	64.2	67.7
<b>Racial/Ethnic Group</b>								
White	57	100	26.8	55.4	17.9	73.2	76.4	79.6
African American	78	100	58.7	33.3	8	41.3	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	52	100	46	50	4	54	54.5	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	59.2	69.5
<b>Disability Status</b>								
Disabled	22	100	76.2	19	4.8	23.8	27.4	33.8
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	42	100	52.5	45	2.5	47.5	51.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	158	100	51	43.7	5.3	49	52.5	55.4
<b>Social Studies</b>								
All Students	186	100	28.8	44.6	26.6	71.2	70.5	70.9
<b>Gender</b>								
Male	88	100	26.8	37.8	35.4	73.2	71.7	70.1
Female	98	100	30.5	50.5	18.9	69.5	69.3	71.7
<b>Racial/Ethnic Group</b>								
White	70	100	19.4	44.8	35.8	80.6	76.9	79.2
African American	76	100	39.7	37	23.3	60.3	61	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	37	100	25	61.1	13.9	75	65.5	68
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	74.1	71.2
<b>Disability Status</b>								
Disabled	16	100	N/A	N/A	N/A	40	31.6	39.3
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	29	100	28.6	60.7	10.7	71.4	65.4	68
<b>Socio-Economic Status</b>								
Subsidized meals	137	100	33.1	46.2	20.8	66.9	63.9	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
<b>Writing</b>										
All Students	288	98.6	23.5	39.7	36.8	76.5	73.5	72.1	96.1	95.7
<b>Gender</b>										
Male	144	97.9	27.1	39.1	33.8	72.9	66.2	65.2	96.2	95.6
Female	144	99.3	20.1	40.3	39.6	79.9	81.3	79.2	96	95.9
<b>Racial/Ethnic Group</b>										
White	92	98.9	18.2	34.1	47.7	81.8	80.3	80.8	95.6	95.6
African American	122	99.2	26.7	44	29.3	73.3	63.2	59.7	96.4	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.7	98.7
Hispanic	71	97.2	25.8	40.9	33.3	74.2	74.5	64.6	96.5	95.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.1	73.4	93.8	96.8
<b>Disability Status</b>										
Disabled	24	87.5	N/AV	N/AV	N/AV	14.3	20.4	27.7	94.8	94.7
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	97.2	95.1
<b>English Proficiency</b>										
Limited English Proficient	54	96.3	29.4	41.2	29.4	70.6	71.1	63.7	96.5	96
<b>Socio-Economic Status</b>										
Subsidized meals	229	98.7	28.2	41.2	30.6	71.8	66	61.9	95.8	95.2

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
<b>English/Language Arts</b>							
<b>2009</b>	3	103	99	32.7	35.7	31.6	67.3
	4	81	100	37.3	46.7	16	62.7
	5	113	99.1	24.3	47.7	28	75.7
	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
<b>2010</b>	3	117	100	32.7	19.5	47.8	67.3
	4	90	100	27.9	40.7	31.4	72.1
	5	77	100	8.2	58.9	32.9	91.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	103	99	35.7	34.7	29.6	64.3
	4	81	100	30.7	54.7	14.7	69.3
	5	113	100	14.8	48.1	37	85.2
	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
<b>2010</b>	3	117	99.2	30.4	28.6	41.1	69.6
	4	90	100	26.7	37.2	36	73.3
	5	77	100	23.3	45.2	31.5	76.7
	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
<b>Science</b>							
<b>2009</b>	3	50	100	39.6	50	10.4	60.4
	4	81	100	44.7	51.3	3.9	55.3
	5	57	98.3	36.4	50.9	12.7	63.6
	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
<b>2010</b>	3	60	100	67.8	23.7	8.5	32.2
	4	90	100	37.2	52.3	10.5	62.8
	5	39	100	29.7	59.5	10.8	70.3
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	52	100	40	46	14	60
	4	81	100	22.4	59.2	18.4	77.6
	5	56	100	28.8	40.4	30.8	71.2
	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
<b>2010</b>	3	58	100	32.7	43.6	23.6	67.3
	4	90	100	32.6	47.7	19.8	67.4
	5	38	100	13.9	38.9	47.2	86.1
	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
<b>Writing</b>							
<b>2009</b>	3	103	99	26.8	34	39.2	73.2
	4	82	97.6	35.5	47.4	17.1	64.5
	5	112	100	25	46.3	28.7	75
	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
<b>2010</b>	3	119	98.3	25	33.9	41.1	75
	4	90	98.9	24.4	41.9	33.7	75.6
	5	79	98.7	20.3	45.9	33.8	79.7
	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

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