



## SALUDA TRAIL MIDDLE

2300 Saluda Road  
Rock Hill, SC 29730

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	796 Students	
<b>Principal</b>	Brenda Campbell	803-981-1800
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

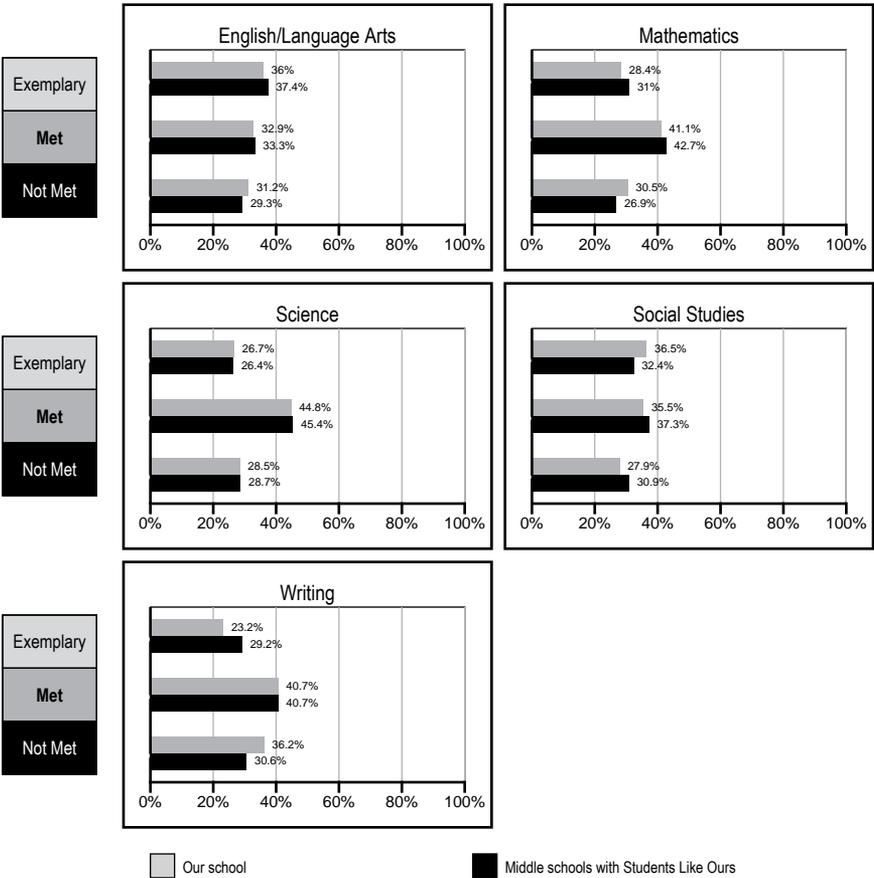
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	15	32	0	1

\* Ratings are calculated with data available by 11/09/2011.

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	99.1%	97.9%
English 1	89.7%	93.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	43.6%
US History and the Constitution	N/A	N/A
All Subjects	94.9%	95.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=796)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	33.5%	Up from 23.4%	30.9%	24.5%
Retention rate	1.5%	No Change	0.6%	0.7%
Attendance rate	96.0%	Down from 97.0%	96.0%	95.9%
Served by gifted and talented program	15.1%	Down from 16.0%	20.6%	17.8%
With disabilities other than speech	17.5%	Down from 18.7%	9.3%	9.2%
Older than usual for grade	0.6%	Down from 1.7%	1.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Down from 3.5%	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	40.0%	Down from 44.3%	61.4%	60.0%
Continuing contract teachers	78.2%	Up from 67.2%	85.7%	82.6%
Teachers returning from previous year	87.4%	Up from 83.6%	86.9%	85.6%
Teacher attendance rate	96.8%	Up from 96.6%	95.4%	95.3%
Average teacher salary*	\$44,689	Down 4.3%	\$46,809	\$46,300
Professional development days/teacher	8.1 days	Up from 7.9 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.1 to 1	22.9 to 1	21.5 to 1
Prime instructional time	91.1%	Down from 93.2%	90.0%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	99.4%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,860	Down 4.6%	\$7,363	\$7,634
Percent of expenditures for instruction**	67.6%	Up from 66.1%	64.4%	64.0%
Percent of expenditures for teacher salaries**	66.3%	Up from 64.2%	62.2%	61.2%

\* 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

Saluda Trail Middle School has entered a new phase by becoming a School of Choice in our district for the International Baccalaureate Middle Years Programme. We are in our fifth year as an authorized school and will be facing our five year evaluation in the fall of 2011. We share our district's vision of providing quality, engaging work for students and the vehicle for this is Working on the Work (WOW). These two programs are integrated into our professional development, character education, unit planning, classroom instruction, assessments, and observations. The strategies of both these programs have been integrated into lesson plans, curriculum maps, units of study, and common assessments and are expected during observations and evaluations. Much of our professional development time this year was spent writing units of study at every level and in every subject area.

Saluda Trail still maintains numerous self-esteem and character building opportunities for students. We have used a common 40 minute period each day to mentor students in smaller groups both academically and socially. As a part of our MYP, we integrate ten design qualities (character development traits) across our curriculum so that all students are involved. The multitude of academic clubs and teams, as well as a great variety of sports opportunities, give students at Saluda Trail a chance to be competitive with other middle schools in the district and state. Saluda Trail Middle School students, staff, and community actively participated in service learning and other charitable events this past year.

Brenda Campbell, Principal

JoEllen Smith, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	205	84
Percent satisfied with learning environment	95.8%	81.9%	88.9%
Percent satisfied with social and physical environment	100.0%	87.8%	83.8%
Percent satisfied with school-home relations	83.3%	82.3%	79.5%

\* 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

NO

This school met 17 out of 21 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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 = 79.4% (Met or Exemplary)

All Students	799	99.5	31.3	32.8	35.9	77.4	83.1	82.4	No	Yes
<b>Gender</b>										
Male	434	99.1	37.7	32.4	29.9	70.8	79.5	78.7	N/A	N/A
Female	365	100	23.5	33.4	43	85.2	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	374	99.5	19.2	29.9	51	84.2	91.2	88.9	Yes	Yes
African American	402	99.5	42.3	36.2	21.5	71.3	72.4	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	14	100	41.7	16.7	41.7	66.7	77.9	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	150	98.7	69.3	24.1	6.6	41.6	54.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	455	99.6	42.2	33.6	24.2	68	75	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	800	99.6	30.7	41	28.3	78.8	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	434	99.3	35.5	38.7	25.7	75.2	80.9	79.9	N/A	N/A
Female	366	100	24.9	43.8	31.3	82.9	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	374	99.5	20.3	39.2	40.6	86.2	91	88.9	Yes	Yes
African American	403	99.8	40.6	42.4	17	71.9	72.6	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	14	100	25	50	25	75	79.2	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	151	99.3	68.1	27.5	4.3	42.8	51.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	456	99.8	40.4	42.6	17	69.7	75.4	74.9	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
<b>Science</b>								
All Students	534	98.9	28.1	45	26.9	71.9	72.1	68.6
<b>Gender</b>								
Male	282	99.3	31.3	40.3	28.4	68.7	71.1	68.3
Female	252	98.4	24.4	50.4	25.2	75.6	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	251	99.2	15.5	43.7	40.8	84.5	84.8	80.7
African American	265	98.5	39.9	46	14.1	60.1	54.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	103	98.1	56.8	31.6	11.6	43.2	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	298	98.3	40.9	43.1	16.1	59.1	60.3	57.3
<b>Social Studies</b>								
All Students	534	99.1	27.7	35.7	36.7	72.3	75.9	72.5
<b>Gender</b>								
Male	285	99	29.4	34	36.6	70.6	75.8	72
Female	249	99.2	25.6	37.6	36.8	74.4	76	73.1
<b>Racial/Ethnic Group</b>								
White	255	99.2	19.1	31.1	49.8	80.9	85.6	81
African American	266	98.9	34.6	41.5	24	65.4	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	101	98	67.8	20	12.2	32.2	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	299	99	36.4	37.8	25.8	63.6	65.4	62.9

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	258	98.1	35.7	41	23.4	64.3	75.7	73.2	96	96.2
<b>Gender</b>										
Male	152	98.7	40.4	38.4	21.2	59.6	71	67.2	95.7	96.1
Female	106	97.2	28.6	44.9	26.5	71.4	80.6	79.4	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	114	99.1	16.7	45.4	38	83.3	87.4	81.5	95.9	96.1
African American	135	97	50.8	37.5	11.7	49.2	60.2	61.3	96.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	97.2	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95.7	96
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.4	72.2	92.6	94.6
<b>Disability Status</b>										
Disabled	56	94.6	80.4	17.6	2	19.6	36.4	26	94.7	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.7	65.7	98	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	150	97.3	48.9	43.2	7.9	51.1	64.6	63.2	95.3	95.7

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>2010</b>	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	292	100	26.2	35.8	37.9	73.8
	7	256	98.8	36.3	32.2	31.4	63.7
	8	310	99.7	35.5	27.7	36.8	64.5
<b>2011</b>	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	278	98.9	30.5	29.7	39.8	69.5
	7	268	100	30.8	33.6	35.6	69.2
	8	253	99.6	32.5	35.4	32.1	67.5
<b>Mathematics</b>							
<b>2010</b>	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	292	100	31.2	40.8	28	68.8
	7	256	98.8	32.7	41.6	25.7	67.3
	8	310	99.7	38.2	35.1	26.7	61.8
<b>2011</b>	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	278	99.3	34	42.1	23.9	66
	7	269	100	29.9	33.9	36.2	70.1
	8	253	99.6	27.9	47.5	24.6	72.1
<b>Science</b>							
<b>2010</b>	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	147	95.9	49.3	36	14.7	50.7
	7	253	100	34.7	43.7	21.6	65.3
	8	157	99.4	28.2	37.6	34.2	71.8
<b>2011</b>	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	97.1	38	49.6	12.4	62
	7	269	99.6	22.5	49.4	28.1	77.5
	8	126	99.2	29.2	30.8	40	70.8

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>2010</b>	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	145	100	15	49.3	35.7	85
	7	253	100	45.3	30.2	24.5	54.7
	8	148	100	31	34.5	34.5	69
<b>2011</b>	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	138	98.6	20.5	48.8	30.7	79.5
	7	269	99.6	31.2	32	36.8	68.8
	8	127	98.4	27.7	29.4	42.9	72.3
<b>Writing</b>							
<b>2010</b>	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	292	99.3	23.7	44.9	31.4	76.3
	7	260	99.2	36.8	48.8	14.4	63.2
	8	309	98.4	28.1	39.4	32.5	71.9
<b>2011</b>	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	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	258	98.1	35.7	41	23.4	64.3

Abbreviations for Missing Data

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