



Tamassee-Salem Elementary

9950 North Highway 11
Tamassee, South Carolina

Grades	PK-5 Elementary School	
Enrollment	290 Students	
Principal	Shanon H. Lusk	864-886-4540
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	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.

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

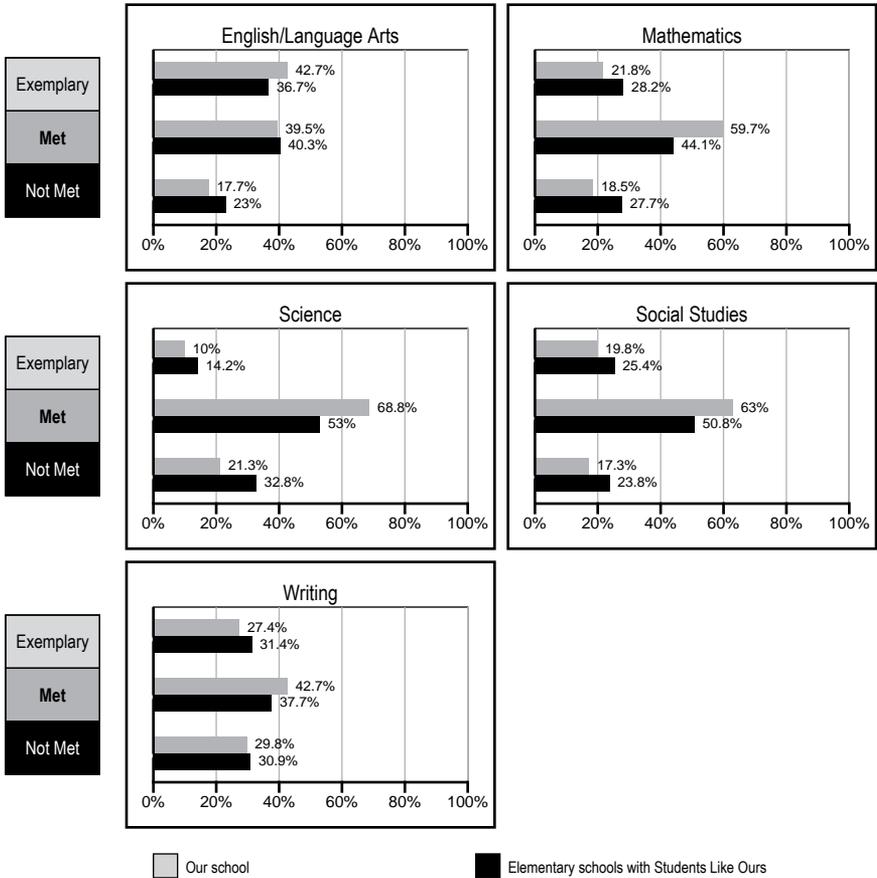
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	81	5	0

* Ratings are calculated with data available by 06/01/2010.

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

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=290)				
First graders who attended full-day kindergarten	100.0%	Up from 97.4%	100.0%	100.0%
Retention rate	3.4%	Down from 3.8%	2.1%	1.9%
Attendance rate	96.6%	Up from 96.5%	96.2%	96.3%
Eligible for gifted and talented	11.9%	Down from 14.2%	10.0%	10.0%
With disabilities other than speech	11.6%	Down from 13.1%	9.5%	7.7%
Older than usual for grade	0.9%	Up from 0.5%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	Up from 41.7%	59.4%	59.4%
Continuing contract teachers	87.5%	Up from 79.2%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Up from 82.2%	88.2%	85.9%
Teacher attendance rate	90.9%	Down from 94.5%	95.1%	95.1%
Average teacher salary*	\$46,073	Up 10.5%	\$47,509	\$47,149
Professional development days/teacher	10.4 days	Down from 10.7 days	11.7 days	11.1 days
School				
Principal's years at school	0.5	Down from 14.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 17.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	86.5%	Down from 90.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,180	Up 15.3%	\$7,409	\$7,458
Percent of expenditures for instruction**	64.8%	Up from 64.1%	67.9%	68.8%
Percent of expenditures for teacher salaries**	61.7%	Up from 61.5%	61.7%	63.2%

* 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

Tamassee-Salem Elementary School is a 4K - 5th grade school that serves 286 students. The mission of Tamassee-Salem Elementary School is to provide a safe learning environment where all students reach their full potential. We are very excited about the accomplishments of our students and staff during the 2008-2009 school year and we are continually looking for ways to improve. Our school continues to meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation. The continued analysis of our state testing and Measuring Academic Progress (MAP) data allows us to reflect upon our instructional strategies, assessments and programs, so that we can be assured we are individualizing instruction as much as possible for our students. Our MAP scores meet and in some grades, exceed the district, state and national averages. Staff development continues to be a key component in our success. Our teachers received training in various areas in order to help meet the ever-changing needs of our students. Some of these areas include Positive Behavior Intervention Support (PBIS), Technology Integration, Balanced Literacy, Curriculum Mapping, and Word Study Instruction.

The academic success and well being of our students at Tamassee-Salem Elementary School are always the chief factors in decision making at our school. We pride ourselves on offering a welcoming and safe environment not only to our students, but also to our families and visitors and we were recognized by the state department for this accomplishment by being named a Red Carpet School. Our school also received the 2008-2009 South Carolina Healthy School Award. Our school is accredited by the South Carolina Council on Accreditation and School Improvement along with the Southern Association of Colleges and Schools. Our Pre-K program is licensed by the Department of Social Services.

Our students participated in before-school activities such as our fifth grade orchestra program, 4th and 5th grade chorus, Cougar Leaders, and our reading and math computer labs. They also participated in after-school activities including Junior Beta Club and Walking Club. Our fifth grade students were also given the opportunity to join our art club during the school day. Our chorus participated in the annual district wide Mayfest Choral Performance and some of our students were invited to participate in the K - 5 Annual Artist Exhibit at the Blue Ridge Arts Association. Our students represented us well in the Oconee County Science Fair. We had several students become published authors this year as they were chosen by publishing companies to take part in anthologies of children's literature.

Our students, staff, and families continue to have the opportunities to participate in service projects. Our Relay for Life team raised money for the American Cancer Society and our students participated in Jump Rope for Heart to raise Money for the American Heart Association.

As you can see, Tamassee-Salem Elementary School has numerous accomplishments to be proud of. We appreciate the support of our Tamassee-Salem Elementary families who volunteer many hours to our students and continue to support our Back-to-School, Open House, Grandparents' Week, PTO events, concerts, and other programs.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	40	28
Percent satisfied with learning environment	100.0%	87.5%	100.0%
Percent satisfied with social and physical environment	100.0%	94.9%	96.4%
Percent satisfied with school-home relations	94.7%	79.5%	88.9%

* 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 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	134	100	17.5	38.9	43.7	90.5	86	82.8	Yes	Yes
Gender										
Male	70	100	23.4	32.8	43.8	84.4	82.7	79.3	N/A	N/A
Female	64	100	11.3	45.2	43.5	96.8	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	131	100	17.9	39	43.1	90.2	87.8	89.5	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	27	100	55.6	25.9	18.5	63	62.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	77	100	24.6	40.6	34.8	88.4	80.7	75.5	Yes	Yes

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

All Students	134	100	18.3	58.7	23	86.5	82.8	78.9	Yes	Yes
Gender										
Male	70	100	17.2	54.7	28.1	85.9	81.2	77	N/A	N/A
Female	64	100	19.4	62.9	17.7	87.1	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	131	100	17.1	59.3	23.6	87.8	85.2	87.2	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	27	100	25.9	63	11.1	77.8	54.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	77	100	24.6	59.4	15.9	79.7	75.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	88	98.9	21	67.9	11.1	79	69	67.5
Gender								
Male	46	97.8	22	63.4	14.6	78	67	67
Female	42	100	20	72.5	7.5	80	71.1	68
Racial/Ethnic Group								
White	86	98.8	20.3	68.4	11.4	79.7	73	79.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.7	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.8	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	33.3	55.6	11.1	66.7	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	53.7	59.6
Socio-Economic Status								
Subsided meals	49	98	21.4	69	9.5	78.6	57.9	55.1
Social Studies								
All Students	87	98.9	17.1	62.2	20.7	82.9	71.8	72.3
Gender								
Male	47	97.9	14	55.8	30.2	86	72.1	71.5
Female	40	100	20.5	69.2	10.3	79.5	71.6	73.2
Racial/Ethnic Group								
White	85	98.8	17.5	61.3	21.3	82.5	74.5	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	100	43.8	37.5	18.8	56.3	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	67.9
Socio-Economic Status								
Subsided meals	52	98.1	25.5	57.4	17	74.5	62.6	62.1

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
Writing										
All Students	133	98.5	29.8	42.7	27.4	70.2	72	70.2	96.6	96.4
Gender										
Male	69	98.6	43.5	33.9	22.6	56.5	63.8	63.2	96.5	96.4
Female	64	98.4	16.1	51.6	32.3	83.9	80.5	77.5	96.6	96.3
Racial/Ethnic Group										
White	130	98.5	29.8	43	27.3	70.2	74.3	79.1	96.5	96.2
African American	1	I/S	I/S	I/S	I/S	I/S	59.8	57.6	98.8	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	86.2	98.6	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.7	62.6	99.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
Disability Status										
Disabled	27	92.6	80	16	4	20	26.4	26.1	96.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.8	61.2	98.9	97.2
Socio-Economic Status										
Subsided meals	75	98.7	38.8	44.8	16.4	61.2	62.4	58.9	96.1	95.8

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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	49	100	17	29.8	53.2	83
	4	42	100	10.5	57.9	31.6	89.5
	5	43	100	24.4	31.7	43.9	75.6
	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
Mathematics							
2009	3	49	100	23.4	57.4	19.1	76.6
	4	42	100	10.5	57.9	31.6	89.5
	5	43	100	19.5	61	19.5	80.5
	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
Science							
2009	3	25	96	29.2	66.7	4.2	70.8
	4	41	100	18.9	67.6	13.5	81.1
	5	22	100	15	70	15	85
	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
Social Studies							
2009	3	24	95.8	13	60.9	26.1	87
	4	42	100	13.2	73.7	13.2	86.8
	5	21	100	28.6	42.9	28.6	71.4
	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
Writing							
2009	3	49	100	21.3	38.3	40.4	78.7
	4	42	97.6	24.3	56.8	18.9	75.7
	5	42	97.6	45	35	20	55
	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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