Saluda High

160 Ivory Key Road
Saluda, SC 29138

Grades	9-12 High School	
Enrollment	602 Students	
Principal	James C. Crawford	864-445-3011
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	James Holloway	864-445-3310

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**At-Risk**
2008	Good	Below Average
2007	Good	Excellent
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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	21	4	1

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	80.7	74.7	74.8	74.8	78.9	74.1
Passed 1 subtest (%)	6.2	14.4	11.2	14.8	11.6	13.7
Passed no subtests (%)	13.1	10.9	14.0	11.2	9.5	12.2

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	90.0%	93.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	145	245
Number of Diplomas	111	181
Rate	76.6%	74.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	85.4	69.5
English 1	59.4	57.7
Physical Science	45.7	46.4
US History and the Constitution	38.9	35.1
All Tests	57.6	51.2

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=602)				
Retention rate	4.3%	Up from 4.1%	4.2%	4.8%
Attendance rate	95.6%	Up from 95.0%	95.0%	95.5%
Eligible for gifted and talented	9.3%	Down from 11.2%	8.7%	9.2%
With disabilities other than speech	11.4%	Up from 10.1%	13.7%	12.6%
Older than usual for grade	8.6%	Up from 5.6%	8.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.3%	0.7%	1.2%
Enrolled in AP/IB programs	3.4%	Down from 7.2%	8.7%	13.2%
Successful on AP/IB exams	N/A	N/A	51.4%	55.6%
Eligible for LIFE Scholarship	60.3%	Up from 27.6%	29.0%	29.8%
Annual dropout rate	4.2%	Up from 1.5%	4.1%	3.5%
Career/technology students in co-curricular organizations	24.5%	Up from 23.6%	5.6%	3.0%
Enrollment in career/technology courses	429	Up from 426	540	523
Students participating in work-based experiences	69.2%	Up from 61.4%	16.5%	12.9%
Career/technology students attaining technical skills	88.8%	Up from 87.1%	81.7%	79.3%
Career/technology completers placed	97.7%	Up from 96.6%	97.9%	98.8%
Teachers (n=41)				
Teachers with advanced degrees	43.9%	Up from 39.0%	56.9%	58.6%
Continuing contract teachers	61.0%	Down from 68.3%	77.1%	71.6%
Teachers with emergency or provisional certificates	10.3%	Down from 23.5%	7.7%	8.1%
Teachers returning from previous year	77.9%	Down from 79.8%	86.5%	85.0%
Teacher attendance rate	94.3%	Up from 94.2%	95.6%	95.5%
Average teacher salary*	$42,697	Up 1.4%	$47,615	$47,761
Professional development days/teacher	16.2 days	No Change	11.9 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	27.5 to 1	Up from 26.7 to 1	26.8 to 1	26.1 to 1
Prime instructional time	87.5%	Up from 86.6%	89.7%	89.8%
Dollars spent per pupil**	$8,148	Up 7.8%	$7,615	$7,883
Percent of expenditures for teacher salaries**	47.9%	Down from 49.1%	54.0%	54.1%
Percent of expenditures for instruction**	51.9%	Down from 52.9%	59.0%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

* 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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Saluda High 03/25/10-4101003

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	130	90.0%	646	57.6%	145	76.6%	No
Gender							
Male	61	88.5%	327	56.9%	67	65.7%	N/A
Female	69	91.3%	319	58.3%	78	85.9%	N/A
Racial/Ethnic Group							
White	64	93.8%	323	66.6%	71	80.3%	N/A
African American	52	90.4%	241	48.5%	58	75.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	69.2%	80	48.8%	15	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	76	18.4%	11	18.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	13	69.2%	47	53.2%	14	64.3%	N/A
Socio-Economic Status							
Subsidized meals	75	86.7%	360	51.9%	84	70.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Saluda High School is dedicated to providing students with the best possible opportunity to receive an excellent education. We believe in holding all students and staff to high standards and fostering an environment in which everyone can be successful. The 2008 – 2009 school year has been another great year for the students, faculty and staff of Saluda High School.

Academically, we continue our trend of overall improvement. Our preliminary score reports on our End of Course (EOC) examinations indicate gains in United States History and math. We are anxiously awaiting our final scores for the current year on the EOC examinations and HSAP. We attribute our academic success to our continuing programs of staff development, the continued implementation of Academy Time, and the hard work of our students, faculty, and support staff. This year, we began implementing professional learning communities, where teachers collaborate to focus on student learning. Our district has provided us with Testview, a data base that allows teachers easy access to student information such as test scores, grades in all courses, course history, and demographic information so teachers can make informed decisions regarding the instruction of individual students.

In addition to the achievements of our underclassmen, our senior class as a group was awarded over $1,700,000 in scholarships. This was an outstanding accomplishment for our senior class. Four students received the President's Award for Educational Excellence and another received the President's Award for Educational Achievement. Two seniors received Palmetto Fellows Scholarships.

Once again, our athletic teams, clubs, and organizations excelled on the regional and state levels. We had two athletes sign to participate in athletics at the collegiate level. In fall sports, our girl's tennis, volleyball, boy's basketball, girl's basketball, and our boy's and girl's cross country teams all advanced to the state playoffs. In the spring, our softball team, golf team, boy's and girl's track, and boy's tennis teams advanced to the state playoffs. Our boy's tennis team had the best season in school history and made it to the second round of the state playoffs. In all, eleven out of fourteen of our athletic teams made it to the playoffs.

A team from our Health Occupations Students of America organization once again qualified to compete in the national competition. One of our art students won first in the nation in the National Wild Turkey Federation art contest. Our Future Farmers of America (FFA) tool identification team won first place in the regional competition. Our FFA chapter was recognized as a Gold Emblem Chapter and will be recognized at the National FFA Convention in October.

This past year has been a very exciting year to be a part of the Saluda High School family. We pledge to build on the success we had this year and continue to improve in the months and years to come.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	116	56
Percent satisfied with learning environment	89.4%	60.3%	76.4%
Percent satisfied with social and physical environment	87.5%	75.9%	72.7%
Percent satisfied with school-home relations	72.9%	86.2%	72.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress: NO

This school met 12 out of 17 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: N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	9.8%	0.0%	No

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Saluda High 03/25/10-4101003

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	146	99.3	15.8	42.4	31.7	10.1	58.3	58.3	61.8	No	Yes
Male	85	98.8	13.3	49.4	26.5	10.8	57.8	57.8	57.4	N/A	N/A
Female	61	100	19.6	32.1	39.3	8.9	58.9	58.9	66.1	N/A	N/A
White	75	100	5.6	40.3	38.9	15.3	75	75	74.3	Yes	Yes
African American	49	98	23.4	42.6	29.8	4.3	44.7	44.7	44.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	22	100	35	50	10	5	30	30	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	16	93.8	42.9	42.9	7.1	7.1	28.6	28.6	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	45.5	45.5	0	9.1	18.2	18.2	38.5	I/S	I/S
Subsized meals	66	98.5	26.2	44.3	26.2	3.3	41	41	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	145	100	20.1	33.1	35.3	11.5	57.6	57.6	62.7	No	Yes
Male	84	100	19.3	32.5	32.5	15.7	60.2	60.2	61.8	N/A	N/A
Female	61	100	21.4	33.9	39.3	5.4	53.6	53.6	63.6	N/A	N/A
White	75	100	12.5	30.6	37.5	19.4	68.1	68.1	75.1	Yes	Yes
African American	48	100	23.4	38.3	34	4.3	46.8	46.8	45.1	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	22	100	40	30	30	0	45	45	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	15	100	50	35.7	7.1	7.1	21.4	21.4	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	45.5	36.4	18.2	0	36.4	36.4	52.3	I/S	I/S
Subsized meals	65	100	27.9	36.1	34.4	1.6	47.5	47.5	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	143	97.2	75.5	15.4	4.9	1.4	I/S	N/A	N/A	N/A	N/A
Male	83	100.0	73.5	15.7	8.4	2.4	I/S	N/A	N/A	N/A	N/A
Female	60	93.3	78.3	15.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	74	97.3	71.6	17.6	5.4	2.7	I/S	N/A	N/A	N/A	N/A
African American	48	100.0	83.3	12.5	4.2	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	21	90.5	71.4	14.3	4.8	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	13	100.0	92.3	N/A	7.7	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	11	90.9	72.7	9.1	9.1	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	64	95.3	78.1	14.1	3.1	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	175	99.4	18.8	36.4	26.7	18.2	57.6	56.5	69.7
	2009	146	99.3	15.8	42.4	31.7	10.1	58.3	58.3	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	175	99.4	17.6	36.4	33.9	12.1	58.2	58.3	67.2
	2009	145	100	20.1	33.1	35.3	11.5	57.6	57.6	62.7

* Adjusted to account for natural variation in performance.

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