



## Tamassee-Salem Middle/High

4 Eagle Lane  
Salem, SC 29676

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	294 Students	
<b>Principal</b>	Steve M.R. Moore	864-886-4545
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	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
<b>2009</b>	<b>Average</b>	<b>Good*</b>
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

\* The School's 2009 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 2008-09 whose 2007-08 test scores were located

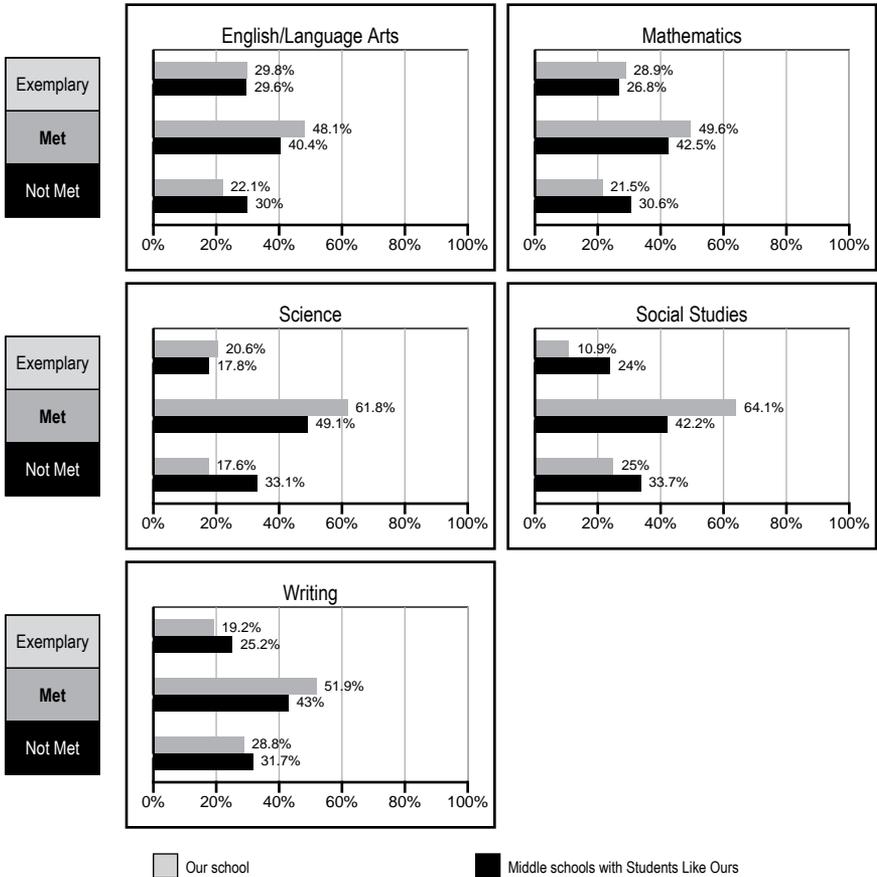
99%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	3	49	4	0

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

**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	94.1%	96.6%
English 1	N/A	94.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	94.1%	95.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=294)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	45.3%	N/R	22.1%	21.6%
Retention rate	2.7%	N/A	1.3%	1.2%
Attendance rate	93.4%	N/A	95.9%	95.9%
Eligible for gifted and talented	12.0%	N/A	16.1%	14.8%
With disabilities other than speech	27.9%	N/A	14.1%	12.6%
Older than usual for grade	3.4%	N/A	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.6%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	76.9%	N/A	56.2%	56.9%
Continuing contract teachers	84.6%	N/A	76.6%	72.7%
Teachers with emergency or provisional certificates	7.7%	N/A	3.6%	5.3%
Teachers returning from previous year	89.1%	N/A	85.2%	82.9%
Teacher attendance rate	95.8%	N/R	95.5%	95.2%
Average teacher salary*	\$49,467	I/S	\$46,644	\$46,599
Professional development days/teacher	10.1 days	N/R	11.2 days	10.8 days
<b>School</b>				
Principal's years at school	6.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	N/R	21.1 to 1	20.1 to 1
Prime instructional time	88.1%	N/R	89.8%	89.9%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	97.2%	N/R	97.2%	97.8%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil**	\$16,808	N/A	\$7,387	\$7,645
Percent of expenditures for instruction**	58.0%	N/A	63.2%	63.4%
Percent of expenditures for teacher salaries**	51.7%	N/A	58.7%	57.0%

\* 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

School Year 2008-2009 has been a productive year for students, faculty and staff at TSMHS. Continued focus on fostering the culture of a learning community has been a major emphasis. Our faculty continues its efforts of Professional Growth with teachers participating in CERRA's TAKE ONE (part of the National Board Program) and school level technology opportunities. Seven teachers advanced their degrees and have their Master's Degree in Education (December 2008).

With the assistance from our School Improvement Council, we continue to review all school data and goals which we believe we will accomplish. Focused School Renewal Plan goals have been established, reviewed and will be achieved through collaborative efforts.

Student success in academics, arts and athletics has been at the forefront of our mission to develop self-confident learners. Students have been identified to participate in an academic program for assistance while others have had the opportunity to participate in an accelerated program through the SC Virtual School Program. Student results for meeting state standards, school and district goals were achieved during the 07-08 school year and will be reached during the 08-09 school year.

The SIC, faculty and staff of TSMHS extend a thank you to our volunteers, parents and students for their diligent work in representing TSMHS.

Steve M.R. Moore, Principal

The SIC serves as an advisory committee to Mr. Moore and the faculty of TSMHS. Our focus is to bring together parents and community members to collaborate on the academic and social development of all students. I would like to thank our current council, volunteers and students for their diligent work this year.

We encourage more of our parents to become involved as everyone has something to contribute.

Kim Alexander, Chair, the School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	31	15
Percent satisfied with learning environment	100.0%	83.9%	93.3%
Percent satisfied with social and physical environment	91.3%	82.8%	93.3%
Percent satisfied with school-home relations	82.6%	82.8%	80.0%

\* 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 7 out of 9 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	0.0%	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	93.4%	94.0%*	No

\* 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 = 58.8% (Met or Exemplary)**

All Students	123	100	22.1	48.1	29.8	88.5	86	82.8	No	Yes
<b>Gender</b>										
Male	72	100	22.7	48.5	28.8	87.9	82.7	79.3	N/A	N/A
Female	51	100	21.1	47.4	31.6	89.5	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	120	100	22.8	47.5	29.7	88.1	87.8	89.5	No	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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
<b>Disability Status</b>										
Disabled	39	100	33.3	54.5	12.1	78.8	62.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	75	100	28.1	47.4	24.6	84.2	80.7	75.5	I/S	I/S

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

All Students	123	99.2	21.2	50	28.8	83.7	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	72	100	21.2	53	25.8	84.8	81.2	77	N/A	N/A
Female	51	98	21.1	44.7	34.2	81.6	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	120	99.2	21.8	48.5	29.7	83.2	85.2	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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
<b>Disability Status</b>										
Disabled	39	97.4	36.4	48.5	15.2	72.7	54.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	75	98.7	24.6	56.1	19.3	78.9	75.3	70.2	I/S	I/S

\* 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	81	100	17.6	61.8	20.6	82.4	69	67.5
<b>Gender</b>								
Male	48	100	11.6	62.8	25.6	88.4	67	67
Female	33	100	28	60	12	72	71.1	68
<b>Racial/Ethnic Group</b>								
White	78	100	18.5	60	21.5	81.5	73	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	24	100	25	65	10	75	38.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	49	100	21.6	64.9	13.5	78.4	57.9	55.1
<b>Social Studies</b>								
All Students	80	98.8	25	64.1	10.9	75	71.8	72.3
<b>Gender</b>								
Male	45	100	22	65.9	12.2	78	72.1	71.5
Female	35	97.1	30.4	60.9	8.7	69.6	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	79	98.7	25.4	63.5	11.1	74.6	74.5	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	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
<b>Disability Status</b>								
Disabled	25	96	30	65	5	70	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	49	98	24.2	69.7	6.1	75.8	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
<b>Writing</b>										
All Students	123	98.4	28.8	51.9	19.2	71.2	72	70.2	95.1	96.4
<b>Gender</b>										
Male	73	97.3	33.3	56.1	10.6	66.7	63.8	63.2	95.6	96.4
Female	50	100	21.1	44.7	34.2	78.9	80.5	77.5	94.2	96.3
<b>Racial/Ethnic Group</b>										
White	119	98.3	28.7	51.5	19.8	71.3	74.3	79.1	95	96.2
African American	4	I/S	I/S	I/S	I/S	I/S	59.8	57.6	96.6	97.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	86.2	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	62.6	94.5	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
<b>Disability Status</b>										
Disabled	37	97.3	48.5	45.5	6.1	51.5	26.4	26.1	94.9	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.8	61.2	N/A	97.2
<b>Socio-Economic Status</b>										
Subsided meals	75	97.3	35.1	52.6	12.3	64.9	62.4	58.9	94.3	95.8

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 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	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	53	100	27.7	42.6	29.8	72.3
	7	38	100	17.9	57.1	25	82.1
	8	32	100	17.2	48.3	34.5	82.8
<b>Mathematics</b>							
<b>2009</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	53	100	27.7	36.2	36.2	72.3
	7	38	100	10.7	64.3	25	89.3
	8	32	96.9	20.7	58.6	20.7	79.3
<b>Science</b>							
<b>2009</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	26	100	25	58.3	16.7	75
	7	38	100	14.3	60.7	25	85.7
	8	17	100	12.5	68.8	18.8	87.5
<b>Social Studies</b>							
<b>2009</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	27	100	17.4	69.6	13	82.6
	7	38	100	35.7	60.7	3.6	64.3
	8	15	93.3	15.4	61.5	23.1	84.6
<b>Writing</b>							
<b>2009</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	55	98.2	31.9	48.9	19.1	68.1
	7	36	97.2	21.4	57.1	21.4	78.6
	8	32	100	31	51.7	17.2	69

Abbreviations for Missing Data

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