

Tamassee-Salem Elementary

9950 North Highway 11

Tamassee, South Carolina

Grades	PK-5 Elementary School	
Enrollment	284 Students	
Principal	Myra A. Dillard	864-944-1527
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

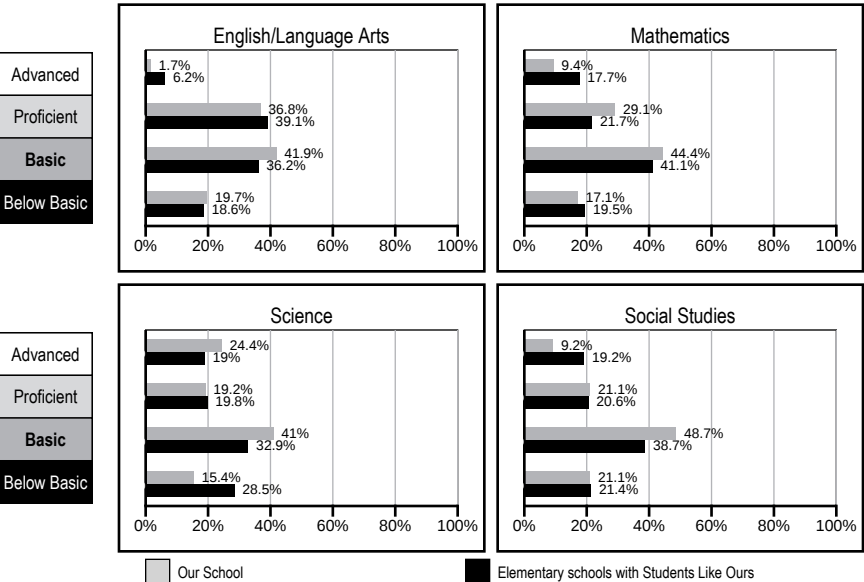
Percent of students tested in 2007-08 whose 2006-07 test scores were located 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	10	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=284)				
First graders who attended full-day kindergarten	97.4%	Up from 88.2%	100.0%	100.0%
Retention rate	3.8%	Up from 2.2%	2.2%	2.3%
Attendance rate	96.5%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	14.2%	Up from 13.7%	11.2%	10.4%
With disabilities other than speech	13.1%	Up from 9.6%	8.5%	7.5%
Older than usual for grade	0.5%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	41.7%	Up from 39.1%	56.6%	56.7%
Continuing contract teachers	79.2%	Down from 82.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.2%	Up from 77.9%	87.8%	86.4%
Teacher attendance rate	94.5%	Up from 91.1%	95.1%	94.9%
Average teacher salary	\$41,700	Down 1.9%	\$45,023	\$45,345
Professional development days/teacher	10.7 days	Down from 15.9 days	12.5 days	12.6 days
School				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.4 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 86.0%	89.9%	89.8%
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*	\$5,361	Up 6.0%	\$6,685	\$7,052
Percent of expenditures for instruction*	64.1%	Up from 61.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	61.5%	Up from 58.7%	65.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The academic success and wellbeing 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. We were recognized by the SC State Department of Education for this accomplishment by receiving the Red Carpet Award for the second time. Our school has met Adequate Yearly Progress under the federal No Child Left Behind Act for the fifth year in a row. Our scores on the MAP (Measures of Academic Progress) continue to meet or exceed the district and/or national averages. The number of third, fourth, and fifth graders identified as being eligible to be served in the Gifted and Talented program is rising each year. 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 and the National Association of Young Childhood Education.

Our students participated in before-school activities such as our fifth grade orchestra program, Cougar Leaders, chorus, and our reading and math computer labs. They also participated in afterschool activities, including Junior Beta Club, Walking Club, and Art Club. Our annual Talent Showcase provided an opportunity for our students to perform for their peers, families, and the community. Our students also represented our school exceedingly well with their artwork at the Blue Ridge Arts Association and with excellent science fair projects at the AOP Regional Science Fair. Several of our students' writings were chosen to be published in anthologies of children's literature. Tamassee-Salem Elementary was named an American Red Cross Hero by raising more than \$1000 for our local Red Cross chapter to help with needs in our county. Our students and faculty also raised money for American Cancer Society through Relay for Life. Students, faculty, staff, and parents helped to create our Outdoor Learning Center.

The faculty continued their education through various coursework, workshops, seminars, and the Summer Institute. The topics included technology, balanced literacy, positive behavior intervention, special education initiatives, learning strategies, curriculum mapping, and many others. We are beginning our fifth year of PBIS and will continue using the PAWS procedures throughout our school and in the individual classrooms.

We appreciate the support of our Tamassee-Salem Elementary families and community members who volunteer many hours to our students and continue to support our Back-to-School Night, Open House, Grandparents' Week, PTO events, concerts, and other programs.

Our students may leave our halls, but they never leave our hearts.

Myra A. Dillard, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	24	50	30
Percent satisfied with learning environment	100.0%	96.0%	86.7%
Percent satisfied with social and physical environment	100.0%	94.0%	90.0%
Percent satisfied with school-home relations	100.0%	94.0%	90.0%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	129	100	19.7	41.9	36.8	1.7	53	50.9	48.2	Yes	Yes
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Gender

Male	67	100	21.3	44.3	31.1	3.3	52.5	43	41.7	N/A	N/A
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Female	62	100	17.9	39.3	42.9	0	53.6	59.3	55	N/A	N/A
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Racial/Ethnic Group

White	126	100	19.3	41.2	37.7	1.8	53.5	54.1	60	Yes	Yes
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African American	1	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
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Disability Status

Disabled	33	100	53.3	36.7	10	0	20	16.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	63	100	25	44.6	30.4	0	41.1	38.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	129	100	17.1	44.4	29.1	9.4	57.3	50.9	45.8	Yes	Yes
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Gender

Male	67	100	16.4	32.8	39.3	11.5	59	51	45.6	N/A	N/A
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Female	62	100	17.9	57.1	17.9	7.1	55.4	50.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	126	100	16.7	44.7	28.9	9.6	57.9	54.9	59	Yes	Yes
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African American	1	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
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Disability Status

Disabled	33	100	33.3	40	23.3	3.3	40	21.6	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	63	100	28.6	41.1	26.8	3.6	46.4	38.3	31.4	Yes	Yes
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* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	87	100	15.4	41	19.2	24.4	43.6	35.1	35.7	96.5	96.3
Gender											
Male	45	100	10	35	17.5	37.5	55	37	37.4	96.8	96.3
Female	42	100	21.1	47.4	21.1	10.5	31.6	33.1	33.8	96.3	96.2
Racial/Ethnic Group											
White	85	100	15.8	40.8	18.4	25	43.4	38.8	49.2	96.5	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	97.9	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58	99.9	96.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	99.7	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
Disability Status											
Disabled	21	100	26.3	57.9	15.8	0	15.8	11.9	14	97.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	98.9	97.3
Socio-Economic Status											
Subsidized meals	40	100	27.8	41.7	16.7	13.9	30.6	24.2	21.1	96.1	95.7
Social Studies											
All Students	84	100	21.1	48.7	21.1	9.2	30.3	33.5	34	96.5	96.3
Gender											
Male	43	100	17.5	42.5	30	10	40	37.6	36.6	96.8	96.3
Female	41	100	25	55.6	11.1	8.3	19.4	29.1	31.3	96.3	96.2
Racial/Ethnic Group											
White	82	100	21.6	48.6	20.3	9.5	29.7	35.9	44.5	96.5	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97.9	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	99.9	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	99.7	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
Disability Status											
Disabled	22	100	28.6	52.4	14.3	4.8	19	15.8	14.4	97.1	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	98.9	97.3
Socio-Economic Status											
Subsidized meals	43	100	26.3	50	15.8	7.9	23.7	22.6	21	96.1	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	43	100	15	40	42.5	2.5	45
	4	55	100	19.6	35.3	37.3	7.8	45.1
	5	43	100	13.5	54.1	32.4	0	32.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	9.7	29	58.1	3.2	61.3
	4	42	100	16.2	45.9	35.1	2.7	37.8
	5	51	100	28.6	46.9	24.5	0	24.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	43	100	20	62.5	15	2.5	17.5
	4	55	100	17.6	33.3	25.5	23.5	49
	5	43	100	8.1	54.1	21.6	16.2	37.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	9.7	64.5	25.8	0	25.8
	4	42	100	10.8	48.6	29.7	10.8	40.5
	5	51	100	26.5	28.6	30.6	14.3	44.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	26.3	42.1	26.3	5.3	31.6
	4	55	100	31.4	29.4	23.5	15.7	39.2
	5	22	100	22.2	38.9	27.8	11.1	38.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	0	53.3	20	26.7	46.7
	4	42	100	18.9	51.4	16.2	13.5	29.7
	5	27	100	19.2	19.2	23.1	38.5	61.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	22	100	9.5	85.7	4.8	0	4.8
	4	55	100	21.6	52.9	17.6	7.8	25.5
	5	21	100	31.6	31.6	21.1	15.8	36.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	18.8	68.8	12.5	0	12.5
	4	42	100	13.5	45.9	29.7	10.8	40.5
	5	24	100	34.8	39.1	13	13	26.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample