

Tamassee-Salem Middle/High

4 Eagle Lane
Salem, SC 29676

Grades	6-12 High School	
Enrollment	294 Students	
Principal	Steve M.R. Moore	864-886-4545
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**	**At-Risk**
2008	Good	Excellent
2007	Below Average	Below Average
2006	At-Risk	At-Risk
2005	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 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	22	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 (%)	79.5	84.4	73.2	75.3	77.9	74.2
Passed 1 subtest (%)	13.6	6.3	12.2	14.0	12.0	13.8
Passed no subtests (%)	6.8	9.4	14.6	11.0	10.1	12.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	97.3%	93.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	48	241
Number of Diplomas	36	178
Rate	75.0%	75.0%

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	89.7	69.5
English 1	80.4	57.8
Physical Science	41.7	46.2
US History and the Constitution	21.1	35.4
All Tests	56.5	51.1

* 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

Tamassee-Salem Middle/High				03/25/10-3701003
School Profile				
	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=294)				
Retention rate	2.7%	Down from 3.9%	4.3%	4.8%
Attendance rate	93.4%	Down from 95.3%	95.2%	95.5%
Eligible for gifted and talented	12.0%	Up from 7.3%	8.3%	9.2%
With disabilities other than speech	27.9%	Up from 24.6%	13.7%	12.6%
Older than usual for grade	3.4%	Down from 4.4%	9.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.6%	0.6%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	8.6%	13.2%
Successful on AP/IB exams	N/A	N/A	51.3%	55.6%
Eligible for LIFE Scholarship	33.3%	Up from 30.8%	29.1%	29.8%
Annual dropout rate	0.5%	Down from 5.4%	4.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	5.7%	3.0%
Enrollment in career/technology courses	144	Up from 140	493	523
Students participating in work-based experiences	11.9%	Down from 23.6%	15.7%	12.9%
Career/technology students attaining technical skills	94.6%	Up from 83.9%	81.9%	79.3%
Career/technology completers placed	N/A	N/A	98.1%	98.8%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 54.2%	56.7%	58.6%
Continuing contract teachers	84.6%	Up from 75.0%	78.2%	71.6%
Teachers with emergency or provisional certificates	7.7%	Up from 5.0%	7.7%	8.1%
Teachers returning from previous year	89.1%	Up from 79.7%	86.8%	85.0%
Teacher attendance rate	95.8%	Up from 94.7%	95.6%	95.5%
Average teacher salary*	$49,467	Up 10.1%	$47,473	$47,761
Professional development days/teacher	10.1 days	Down from 10.6 days	11.8 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 23.0 to 1	26.5 to 1	26.1 to 1
Prime instructional time	88.1%	Down from 89.7%	89.7%	89.8%
Dollars spent per pupil**	$16,808	Up 11.1%	$7,628	$7,883
Percent of expenditures for teacher salaries**	51.7%	Down from 55.4%	54.1%	54.1%
Percent of expenditures for instruction**	58.0%	Down from 58.7%	59.1%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 92.3%	95.9%	95.8%
Character development program	Excellent	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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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	37	97.3%	161	56.5%	48	75.0%	No
Gender							
Male	19	94.7%	79	57.0%	23	73.9%	N/A
Female	18	100.0%	82	56.1%	24	75.0%	N/A
Racial/Ethnic Group							
White	34	97.1%	157	56.7%	44	75.0%	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	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	45	51.1%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	16	100.0%	90	57.8%	26	61.5%	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

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	25	15
Percent satisfied with learning environment	100.0%	88.0%	93.3%
Percent satisfied with social and physical environment	91.3%	96.0%	93.3%
Percent satisfied with school-home relations	82.6%	92.0%	80.0%

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

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Tamassee-Salem Middle/High											03/25/10-3701003
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	44	93.2	24.4	36.6	31.7	7.3	48.8	61.7	61.8	No	Yes
Male	27	92.6	28	44	24	4	32	55.9	57.4	N/A	N/A
Female	17	94.1	18.8	25	43.8	12.5	75	68.7	66.1	N/A	N/A
White	43	93	25	37.5	30	7.5	47.5	65.4	74.3	No	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	38.9	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	15	100	53.3	33.3	13.3	0	13.3	20.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.5	I/S	I/S
Subsized meals	22	90.9	30	30	40	0	45	47.7	45.6	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	43	95.3	17.1	22	34.1	26.8	65.9	67.8	62.7	Yes	Yes
Male	27	92.6	24	20	36	20	60	63.9	61.8	N/A	N/A
Female	16	100	6.3	25	31.3	37.5	75	72.5	63.6	N/A	N/A
White	42	95.2	17.5	22.5	35	25	65	71.7	75.1	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	35.8	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	15	100	33.3	33.3	13.3	20	33.3	24.3	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	52.3	I/S	I/S
Subsized meals	21	95.2	30	20	30	20	55	57	47.9	I/S	I/S
Physical Science (End-of-Course Test performance by Group)											
All Students	44	90.9	79.5	11.4	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	27	88.9	74.1	14.8	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	17	94.1	88.2	5.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	43	90.7	79.1	11.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	1	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	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	15	86.7	73.3	13.3	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	22	86.4	77.3	9.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

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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	33	97	10	36.7	26.7	26.7	66.7	74.7	69.7
	2009	44	93.2	24.4	36.6	31.7	7.3	48.8	61.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	33	97	10	23.3	26.7	40	76.7	72.5	67.2
	2009	43	95.3	17.1	22	34.1	26.8	65.9	67.8	62.7

* Adjusted to account for natural variation in performance.

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