



Saluda Trail Middle

2300 Saluda Road
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	867 Students	
Principal	Brenda Campbell	803-981-1800
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

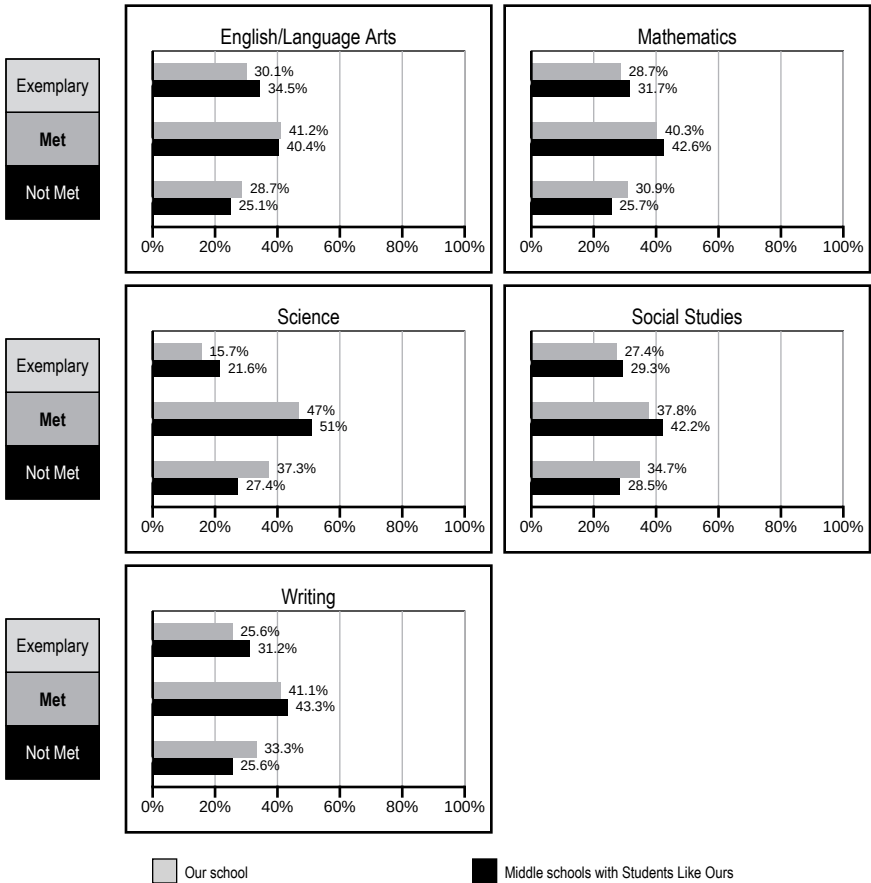
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	38	0	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	99.2%	97.3%
English 1	92.6%	96.8%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	96.1%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=867)				
Students enrolled in high school credit courses (grades 7 & 8)	17.7%	Down from 18.6%	24.1%	21.6%
Retention rate	0.8%	Down from 1.7%	1.1%	1.2%
Attendance rate	96.2%	Up from 96.0%	95.9%	95.9%
Eligible for gifted and talented	13.8%	Up from 10.7%	17.6%	14.8%
With disabilities other than speech	17.5%	Up from 16.7%	11.6%	12.6%
Older than usual for grade	1.5%	Down from 2.2%	2.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.6%	Down from 4.8%	0.8%	0.6%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	44.3%	Down from 50.8%	57.1%	56.9%
Continuing contract teachers	60.7%	Up from 60.3%	75.9%	72.7%
Teachers with emergency or provisional certificates	9.1%	Up from 5.8%	4.8%	5.3%
Teachers returning from previous year	80.8%	Down from 86.0%	85.5%	82.9%
Teacher attendance rate	93.2%	Down from 95.5%	95.1%	95.2%
Average teacher salary*	\$45,135	Up 0.5%	\$47,028	\$46,599
Professional development days/teacher	11.5 days	Up from 11.0 days	10.6 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.1 to 1	21.8 to 1	20.1 to 1
Prime instructional time	88.0%	Down from 89.8%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	98.7%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,609	Up 1.0%	\$6,963	\$7,645
Percent of expenditures for instruction**	65.7%	Up from 63.2%	63.7%	63.4%
Percent of expenditures for teacher salaries**	62.5%	Up from 60.2%	57.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Saluda Trail Middle School still has, as our focus, high expectations and ongoing curriculum work. We are in our second year as an authorized International Baccalaureate school offering the Middle Year's Program. We share our district's vision of providing quality, engaging work for students. The vehicle for this is Working on the Work (WOW), and our school continued to make this our direction as well. These two programs are integrated into our professional development, character education, planning, classroom instruction, and observations. The strategies of both these programs have been integrated into lesson plans, curriculum maps, and units of study and are expected during observations and evaluations. Much of our professional development time this year was spent writing units of study at every level.

Saluda Trail still maintains numerous self-esteem and character building opportunities for students. Along with mentoring programs such as M.A.L.E. Call and Ladies Involved in Nurturing Character and Self-Esteem (LINCS), we have used a common 40-minute period each day to mentor students in smaller groups both academically and socially. As a part of our MYP, we integrate ten character traits across our curriculum so that all students are exposed. The multitude of academic clubs and teams, as well as a great variety of sports opportunities, give students at Saluda Trail a chance to be competitive with other middle schools in the district and state.

Saluda Trail Middle School students, staff, and community actively participated in service learning and other charitable events this past year. We raised money for Pennies for Patients, St. Jude, Make a Wish, and our local food kitchen and coat closets. As a part of MYP, students are encouraged to volunteer individually for service learning to become well-rounded students.

Brenda Campbell, Principal
William Hendley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	249	77
Percent satisfied with learning environment	90.5%	72.5%	78.9%
Percent satisfied with social and physical environment	97.6%	72.7%	76.3%
Percent satisfied with school-home relations	78.6%	83.9%	75.0%

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

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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	873	99.3	29.5	42.8	27.7	79.7	85.2	82.8	Yes	Yes
Gender										
Male	478	99.6	34.7	40.9	24.4	73.8	82	79.3	N/A	N/A
Female	395	99	23.2	45.1	31.7	86.9	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	430	100	16	44.7	39.3	88.4	92.4	89.5	Yes	Yes
African American	410	98.8	44.9	41.5	13.6	69.3	74.5	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	15	93.3	18.2	27.3	54.5	90.9	80.4	76.5	I/S	I/S
American Indian/Alaskan	13	100	18.2	36.4	45.5	100	75.6	82.5	I/S	I/S
Disability Status										
Disabled	151	98	76.9	19.4	3.7	35.8	57.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	451	99.1	42.6	41.9	15.5	69.2	76.4	75.5	Yes	Yes

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

All Students	874	99.4	33.9	42.9	23.2	75.3	82.8	78.9	Yes	Yes
Gender										
Male	479	99.6	39.5	37.7	22.8	70.8	80	77	N/A	N/A
Female	395	99.2	27	49.3	23.7	80.9	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	430	100	19.5	46.9	33.6	86.9	91.5	87.2	Yes	Yes
African American	411	99	50.7	38.6	10.7	61.9	68.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	15	93.3	9.1	45.5	45.5	90.9	80.2	76	I/S	I/S
American Indian/Alaskan	13	100	18.2	45.5	36.4	90.9	80	79.5	I/S	I/S
Disability Status										
Disabled	152	98	82.2	14.8	3	26.7	50.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	452	99.3	49.8	38.5	11.8	62.3	72.5	70.2	Yes	Yes

* 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
Science								
All Students	584	99.7	37	47.3	15.8	63	71	67.5
Gender								
Male	310	100	38.3	45.9	15.9	61.7	70.2	67
Female	274	99.3	35.5	48.8	15.6	64.5	71.8	68
Racial/Ethnic Group								
White	286	99.7	19.5	55.6	24.8	80.5	83.9	79.5
African American	276	99.6	55.7	38.5	5.7	44.3	50.7	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	99	99	83	14.8	2.3	17	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	304	99.7	53.4	39	7.6	46.6	55.1	55.1

Social Studies								
All Students	583	99.5	34.6	37.9	27.5	65.4	76.4	72.3
Gender								
Male	332	99.4	37	33.8	29.3	63	75.6	71.5
Female	251	99.6	31.5	43.4	25.1	68.5	77.3	73.2
Racial/Ethnic Group								
White	293	99.3	22.7	39.4	37.9	77.3	84.9	80.7
African American	267	99.6	48.6	36.9	14.5	51.4	62.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	107	98.1	73.4	21.3	5.3	26.6	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsided meals	295	99.3	48.7	37.5	13.9	51.3	64.3	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	874	98.7	32.8	41.4	25.8	67.2	73.1	70.2	96.2	96.7
Gender										
Male	478	98.3	42	38.2	19.8	58	65.9	63.2	95.8	96.6
Female	396	99.2	21.8	45.2	33.1	78.2	80.9	77.5	96.6	96.8
Racial/Ethnic Group										
White	427	98.4	19.4	44.3	36.3	80.6	82.5	79.1	96.3	96.6
African American	415	99.5	48	38.1	14	52	59.2	57.6	96.1	96.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.4	97.3
Hispanic	15	93.3	9.1	54.5	36.4	90.9	65.7	62.6	95.9	96.4
American Indian/Alaskan	12	91.7	I/S	I/S	I/S	I/S	60.7	68.7	94.2	95.2
Disability Status										
Disabled	152	95.4	82	15.8	2.3	18	30.2	26.1	94.7	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	63	61.2	96.4	96.6
Socio-Economic Status										
Subsidized meals	446	98.2	47	39.7	13.3	53	59.5	58.9	95.4	96.2

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
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English/Language Arts

2009	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	266	99.3	33.2	39.7	27.1	66.8
	7	298	99.7	30.2	43.8	26	69.8
	8	309	99	25.6	44.6	29.8	74.4

Mathematics

2009	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	266	99.3	35.6	43.7	20.6	64.4
	7	298	99.7	33.1	41.3	25.6	66.9
	8	310	99.4	33.1	43.9	23	66.9

Science

2009	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	131	99.2	41.8	47.5	10.7	58.2
	7	298	99.7	35.9	46.3	17.8	64.1
	8	155	100	35	49	16.1	65

Social Studies

2009	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	133	98.5	27	54.1	18.9	73
	7	298	99.7	43.8	33.8	22.4	56.2
	8	152	100	23.1	32.2	44.8	76.9

Writing

2009	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	262	98.5	32.7	36.7	30.6	67.3
	7	299	98	31.8	40.4	27.9	68.2
	8	313	99.7	34	46.3	19.7	66

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample