



## Ruffin Middle

155 Patriot Lane  
Ruffin, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	363 Students	
<b>Principal</b>	Harry Jenkins	843-562-2291
<b>Superintendent</b>	Charles W. Gale Jr.	843-782-4510
<b>Board Chair</b>	P. A. Pournelle	843-549-5715

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Below Average	Good
2004	Below Average	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**

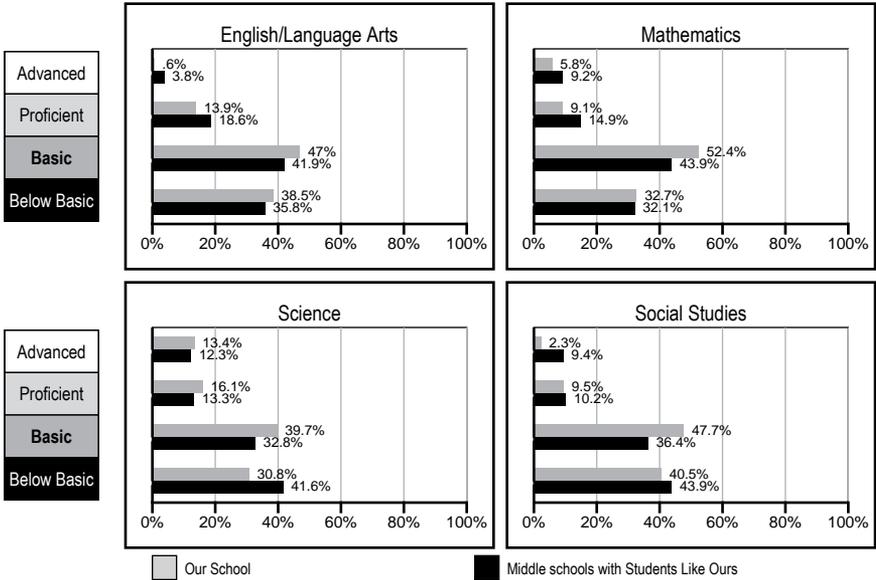
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	2	21	16

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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

## 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	0	94.1
English 1	0	94.1
Physical Science	0	0
All Subjects	0	92.2

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=363)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.6%	19.4%
Retention rate	6.1%	Down from 7.2%	2.6%	1.8%
Attendance rate	95.7%	Down from 95.8%	95.2%	95.8%
Eligible for gifted and talented	9.8%	Down from 11.7%	10.9%	15.3%
With disabilities other than speech	9.3%	No Change	13.8%	12.9%
Older than usual for grade	7.4%	Up from 3.6%	5.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.0%	Up from 0.6%	0.6%	0.7%
Annual dropout rate	0.4%	Down from 0.8%	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	36.4%	Down from 40.9%	53.7%	55.0%
Continuing contract teachers	59.1%	Down from 86.4%	60.5%	70.6%
Teachers with emergency or provisional certificates	30.0%	Up from 5.3%	12.5%	5.4%
Teachers returning from previous year	75.2%	Up from 74.9%	78.6%	83.4%
Teacher attendance rate	97.2%	Up from 94.6%	94.8%	94.9%
Average teacher salary	\$42,045	Down 2.2%	\$45,000	\$44,706
Professional development days/teacher	10.1 days	Down from 14.8 days	12.1 days	11.8 days
<b>School</b>				
Principal's years at school	17.0	Up from 14.0	2.0	3.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 21.2 to 1	18.4 to 1	20.1 to 1
Prime instructional time	91.6%	Up from 87.5%	88.6%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	75.2%	Down from 100.0%	95.3%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$6,525	Down 4.3%	\$7,612	\$7,097
Percent of expenditures for instruction*	67.1%	Down from 68.6%	64.2%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 50.2%	59.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Ruffin Middle School continues to prepare students to meet the challenges of the assessment system by using programs such as PACT Coaching and Challenge the PACT. Teachers utilized PACT-like questions on teacher-made assessments. Academic plans were written for students scoring Below Basic on the PACT. These students also had the opportunity to participate in a PACT Reading, Creative Writing, and PACT Math classes; along with a lab setting utilizing the Skills Tutor and ORCHARD programs for additional assistance in all core courses. Title One funds allowed the school to provide a PACT Math/Science Tutorial Program and the After-School Program. A school-wide Character Education Program, Academic and Behavioral incentives, partnerships with the Alcohol & Drug Abuse Commission, Educational Talent Search, and the Clemson Youth Leadership Program; along with school organizations such as, Sisters In Action, Men Above the Crew, Peer Mediation, Just Say No Club, individual and small group counseling sessions, and the Jr. Beta Club supported students' motivation and self-concept to motivate them to function at their best in the classroom. A Comprehensive Career Guidance Program coupled with Career Education classes, and a grant written with the University of South Carolina-Salk, gave students many opportunities to explore careers, occupations, and post-secondary institutions.

Ruffin Middle School's test data showed a slight decline last year. However, we feel that with continued curriculum alignment, changes in innovative strategies, and new programs used this year, we will see improvements in the areas of science, social studies, language arts, and mathematics.

This has been a most productive year. We still face obstacles that present challenges; however, with the continued support of our parents, community, and District Office, we will meet and exceed every goal and challenge that is set before us.

Harry Jenkins, Principal

Angela Nichols, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	24	82	75
Percent satisfied with learning environment	91.7%	81.7%	82.4%
Percent satisfied with social and physical environment	95.8%	82.9%	78.4%
Percent satisfied with school-home relations	77.3%	90.2%	81.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 10 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

Continuing School Improvement

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	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.6%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## 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	354	100	38.5	47	13.9	0.6	25.2	33	48.2	No	Yes
<b>Gender</b>											
Male	170	100	50	41.6	8.4	0	16.9	26.9	41.7	N/A	N/A
Female	184	100	28.4	51.7	18.8	1.1	32.4	38.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	142	100	28.7	50.4	20.9	0	31.8	45.5	60	No	Yes
African American	201	100	45.5	43.5	9.9	1	20.9	23.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	97	3	0	0	0	8.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	256	100	42.9	46.3	10.4	0.4	20.8	27.3	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	354	100	32.7	52.4	9.1	5.8	26.1	29.4	45.8	No	Yes
<b>Gender</b>											
Male	170	100	35.7	46.8	9.7	7.8	29.2	29.5	45.6	N/A	N/A
Female	184	100	30.1	57.4	8.5	4	23.3	29.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	142	100	20.9	58.1	10.9	10.1	35.7	42.9	59	Yes	Yes
African American	201	100	41.9	47.6	7.3	3.1	19.4	18.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	81.8	18.2	0	0	3	9.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	256	100	37.1	52.1	7.5	3.3	21.7	23.8	31.4	No	Yes

\* 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
<b>Science</b>											
All Students	240	99.2	30.5	39.9	16.1	13.5	29.6	25.8	35.7	95.7	94.6
<b>Gender</b>											
Male	116	98.3	31.1	33	16.5	19.4	35.9	28.2	37.4	95.2	94.1
Female	124	100	30	45.8	15.8	8.3	24.2	23.5	33.8	96.1	95.2
<b>Racial/Ethnic Group</b>											
White	95	100	23	32.2	21.8	23	44.8	41.9	49.2	94.5	93.8
African American	138	98.6	34.6	46.2	12.3	6.9	19.2	13	17	96.6	95.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	92.8	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	95.8	95.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	86.6	91.2
<b>Disability Status</b>											
Disabled	27	100	81.5	14.8	3.7	0	3.7	9.5	14	94.8	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	99.9	97
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	95.1	95.8
<b>Socio-Economic Status</b>											
Subsided meals	177	98.9	34.5	43.6	13.3	8.5	21.8	17.6	21.1	95.4	94.3
<b>Social Studies</b>											
All Students	237	100	40.5	47.7	9.5	2.3	11.7	18.6	34	95.7	94.6
<b>Gender</b>											
Male	115	100	40.6	47.2	9.4	2.8	12.3	20.8	36.6	95.2	94.1
Female	122	100	40.5	48.3	9.5	1.7	11.2	16.5	31.3	96.1	95.2
<b>Racial/Ethnic Group</b>											
White	97	100	32.6	49.4	13.5	4.5	18	28.3	44.5	94.5	93.8
African American	132	100	45.6	46.4	7.2	0.8	8	11.8	19.1	96.6	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	92.8	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	95.8	95.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	86.6	91.2
<b>Disability Status</b>											
Disabled	21	100	100	0	0	0	0	4.2	14.4	94.8	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	99.9	97
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	95.1	95.8
<b>Socio-Economic Status</b>											
Subsided meals	170	100	45.6	45	8.1	1.3	9.4	13.3	21	95.4	94.3

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	118	100	50.9	37.5	11.6	0	11.6
	7	114	99.1	45.2	40.4	12.5	1.9	14.4
	8	122	99.2	26.2	57.9	14	1.9	15.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	100	39.1	44.5	15.5	0.9	16.4
	7	122	100	36.5	53	10.4	0	10.4
	8	113	100	40	42.9	16.2	1	17.1
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	118	100	27.7	53.6	16.1	2.7	18.8
	7	114	99.1	25	57.7	10.6	6.7	17.3
	8	122	99.2	34.6	54.2	10.3	0.9	11.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	100	30.9	42.7	14.5	11.8	26.4
	7	122	100	40	52.2	4.3	3.5	7.8
	8	113	100	26.7	62.9	8.6	1.9	10.5
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	61	100	38.6	26.3	19.3	15.8	35.1
	7	114	99.1	34.6	39.4	12.5	13.5	26
	8	62	100	39.6	35.8	17	7.5	24.5
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	60	100	37	20.4	18.5	24.1	42.6
	7	123	100	24.1	50	14.7	11.2	25.9
	8	57	96.5	37.7	37.7	17	7.5	24.5
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	57	100	36.4	50.9	10.9	1.8	12.7
	7	114	99.1	51	36.5	7.7	4.8	12.5
	8	60	98.3	27.8	59.3	9.3	3.7	13
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	59	100	25	48.2	26.8	0	26.8
	7	122	100	53	41.7	1.7	3.5	5.2
	8	56	100	29.4	60.8	7.8	2	9.8

Abbreviations for Missing Data

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