



## Ruby Elementary

249 Thurman Ave  
Ruby, SC 29741

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	302 Students	
<b>Principal</b>	Nelson Hendrick	843-634-6310
<b>Superintendent</b>	Dr. John E. Williams	843-623-2175
<b>Board Chair</b>	Chad Vick	843-623-6768

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

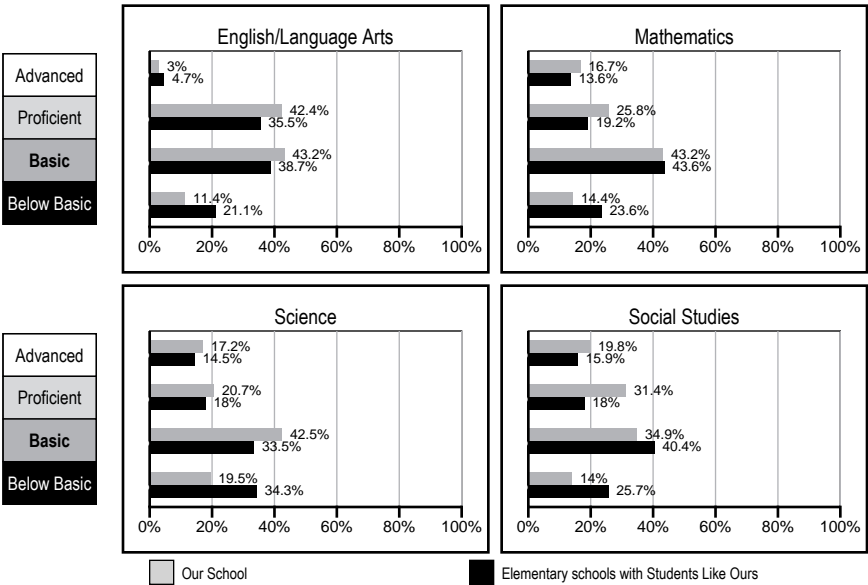
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	6	49	34	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
<b>Students (n=302)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.6%	2.7%	2.3%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	10.6%	Up from 8.4%	9.3%	10.4%
With disabilities other than speech	8.3%	Up from 8.1%	8.7%	7.5%
Older than usual for grade	0.4%	No Change	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	77.8%	Down from 82.4%	56.8%	56.7%
Continuing contract teachers	88.9%	Up from 88.2%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.8%	Up from 94.1%	87.4%	86.4%
Teacher attendance rate	95.6%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$46,776	Up 2.3%	\$45,391	\$45,345
Professional development days/teacher	20.8 days	Up from 19.5 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.5 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 90.6%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.5%	Down from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,432	Up 8.7%	\$6,959	\$7,052
Percent of expenditures for instruction*	73.4%	Down from 74.7%	68.8%	69.1%
Percent of expenditures for teacher salaries*	70.1%	Down from 71.4%	64.9%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The 2007-2008 school year has been very challenging and rewarding at Ruby Elementary School. Through extremely hard work and dedication from our faculty, staff, students, parents, and community volunteers, many positive achievements have taken place. Our students showed much improvement in many academic areas. The renovations and new construction are progressing. The facilities should be ready by October.

Six fifth grade students were recognized as Duke University TIP scholars.

Our school was recognized by the South Carolina Education Oversight Committee for accomplishments in closing South Carolina's achievement gap through exemplary PACT performance of historically underachieving students. The percentage of students scoring basic or above on the 2007 PACT was 88% in Math and 85% in English/Language Arts. The percentage of students scoring advanced or proficient was 33% in Math and 41% in English/Language Arts.

The school met Adequate Yearly Progress by successfully meeting all requirements for 13 of 13 objectives. The objectives included performance and participation of students in various groups.

The school maintained South Carolina and Southern Association of Colleges and Schools Accreditation. The volunteer program met the district goal and set a school record with 3,762 hours. Our library provided Saturday opportunities for students and parents to utilize reference materials, Accelerated Reader, and computers.

Ruby Elementary continues to work cooperatively with the community to provide a positive environment that enables all students to earn a quality education. We envision continued success during the 2008-2009 school year.

Nelson Hendrick, Principal  
 Robbin Usher, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	19	38	32
Percent satisfied with learning environment	100.0%	94.6%	93.5%
Percent satisfied with social and physical environment	100.0%	94.7%	90.6%
Percent satisfied with school-home relations	100.0%	94.7%	80.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

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

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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	140	99.3	11.3	42.9	42.9	3	58.6	42.6	48.2	Yes	Yes
<b>Gender</b>											
Male	68	98.5	12.5	46.9	39.1	1.6	57.8	35.9	41.7	N/A	N/A
Female	72	100	10.1	39.1	46.4	4.3	59.4	49.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	117	100	8.9	43.8	43.8	3.6	61.6	53.3	60	Yes	Yes
African American	22	95.5	25	40	35	0	40	28.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	29.4	35.3	35.3	0	47.1	12.8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	93	98.9	12.8	46.5	38.4	2.3	50	31.9	34	Yes	Yes

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

All Students	140	99.3	14.3	42.9	26.3	16.5	59.4	41.8	45.8	Yes	Yes
<b>Gender</b>											
Male	68	98.5	7.8	40.6	35.9	15.6	75	39.9	45.6	N/A	N/A
Female	72	100	20.3	44.9	17.4	17.4	44.9	43.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	117	100	12.5	42	26.8	18.8	61.6	54	59	Yes	Yes
African American	22	95.5	25	50	25	0	45	25.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	29.4	29.4	41.2	0	52.9	15.3	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	93	98.9	18.6	44.2	22.1	15.1	51.2	31.4	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	91	100	19.5	42.5	20.7	17.2	37.9	31.1	35.7	96.3	95.7
<b>Gender</b>											
Male	47	100	15.6	44.4	20	20	40	31.7	37.4	96.2	95.5
Female	44	100	23.8	40.5	21.4	14.3	35.7	30.6	33.8	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	77	100	16.2	41.9	23	18.9	41.9	42	49.2	96.3	95.4
African American	14	100	38.5	46.2	7.7	7.7	15.4	16.7	17	96.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	97.9	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	95.4
<b>Disability Status</b>											
Disabled	11	100	20	30	30	20	50	11.3	14	94.8	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	56	100	25	42.3	17.3	15.4	32.7	22.3	21.1	95.9	95.3
<b>Social Studies</b>											
All Students	92	98.9	13.8	34.5	32.2	19.5	51.7	30.3	34	96.3	95.7
<b>Gender</b>											
Male	45	97.8	2.4	40.5	38.1	19	57.1	31.7	36.6	96.2	95.5
Female	47	100	24.4	28.9	26.7	20	46.7	28.8	31.3	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	74	100	14.1	31	33.8	21.1	54.9	39.9	44.5	96.3	95.4
African American	17	94.1	13.3	46.7	26.7	13.3	40	17.5	19.1	96.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	97.9	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	95.4
<b>Disability Status</b>											
Disabled	12	100	0	33.3	33.3	33.3	66.7	13.8	14.4	94.8	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	66	98.5	16.4	36.1	31.1	16.4	47.5	21.3	21	95.9	95.3

\* 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	40	100	5.4	40.5	45.9	8.1	54.1	
	4	41	100	17.1	36.6	39	7.3	46.3	
	5	49	100	20.8	47.9	29.2	2.1	31.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	55	100	9.6	34.6	51.9	3.8	55.8	
	4	43	100	7.3	41.5	48.8	2.4	51.2	
	5	42	97.6	17.5	55	25	2.5	27.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	40	100	10.8	73	13.5	2.7	16.2	
	4	41	100	9.8	39	19.5	31.7	51.2	
	5	49	100	12.5	56.3	25	6.3	31.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	55	100	13.5	53.8	23.1	9.6	32.7	
	4	43	100	7.3	36.6	34.1	22	56.1	
	5	42	97.6	22.5	35	22.5	20	42.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	21	100	5.3	57.9	21.1	15.8	36.8	
	4	41	100	17.1	34.1	24.4	24.4	48.8	
	5	26	100	41.7	29.2	8.3	20.8	29.2	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	27	100	26.9	34.6	26.9	11.5	38.5	
	4	43	100	14.6	48.8	19.5	17.1	36.6	
	5	21	100	20	40	15	25	40	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	20	100	5.9	58.8	35.3	0	35.3	
	4	41	100	9.8	41.5	24.4	24.4	48.8	
	5	24	100	26.1	47.8	13	13	26.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	7.7	26.9	46.2	19.2	65.4	
	4	43	100	7.3	39	34.1	19.5	53.7	
	5	21	95.2	35	35	10	20	30	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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