



## J Paul Truluck Middle

319 Carlisle Street  
Lake City, SC 29560

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	367 Students	
<b>Principal</b>	Katherine Tisdale	843-374-8685
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8205

# 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>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Average
2004	Below Average	At-Risk

## 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

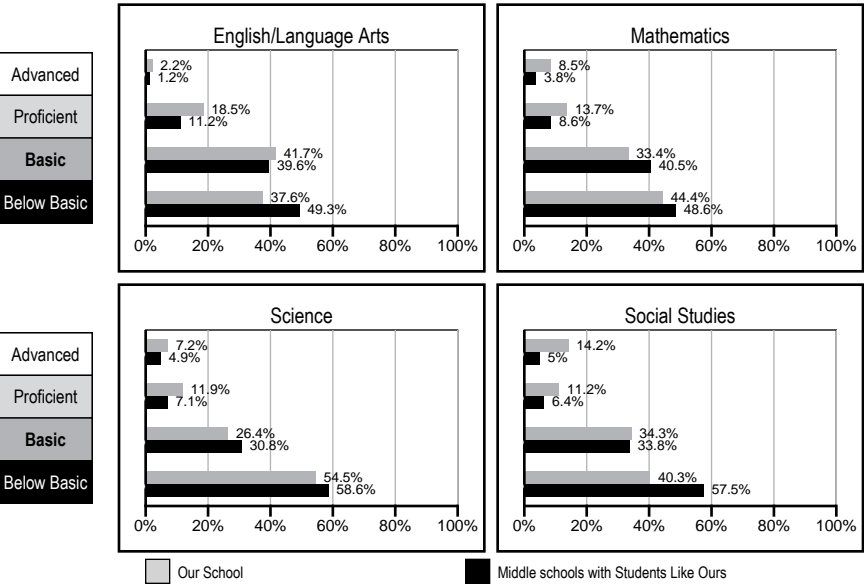
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	53

\* 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	100.0	84.0
English 1	100.0	80.2
Physical Science	0	37.9
All Subjects	100.0	80.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=367)				
Students enrolled in high school credit courses (grades 7 & 8)	26.2%	Up from 12.8%	11.9%	19.4%
Retention rate	0.8%	Down from 3.4%	2.6%	1.8%
Attendance rate	95.2%	Down from 95.8%	95.2%	95.8%
Eligible for gifted and talented	11.9%	Down from 15.2%	6.9%	15.3%
With disabilities other than speech	15.0%	Down from 16.2%	13.5%	12.9%
Older than usual for grade	6.0%	Up from 3.5%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	25.9%	Down from 38.5%	53.6%	55.0%
Continuing contract teachers	48.1%	Down from 80.8%	54.8%	70.6%
Teachers with emergency or provisional certificates	17.6%	Up from 4.3%	18.2%	5.4%
Teachers returning from previous year	72.3%	Down from 84.1%	76.9%	83.4%
Teacher attendance rate	94.5%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$39,390	Down 5.1%	\$43,315	\$44,706
Professional development days/teacher	15.0 days	Up from 10.4 days	11.8 days	11.8 days
School				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.2 to 1	16.5 to 1	20.1 to 1
Prime instructional time	87.4%	Down from 89.9%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	73.0%	Up from 70.6%	95.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,168	Up 22.2%	\$8,372	\$7,097
Percent of expenditures for instruction*	56.0%	Down from 56.7%	63.4%	64.4%
Percent of expenditures for teacher salaries*	53.4%	Up from 52.7%	56.9%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year was one of "Great Expectations" from the start. With changes in staff, administration, and the implementation of the Teacher Advancement Program, J. Paul Truluck Middle continues to follow the road to academic excellence. Under the guidance of master teachers, classroom teachers analyzed student performance on each of the MAP tests, as well as chapter tests and benchmark exams.

With the implementation of the E2T2 grant, a technology coach provided weekly professional development to teachers to increase their technology proficiency. Students participated in a technology skills literacy program to assist them in meeting the National Education Technology Standards as established by No Child Left Behind legislation. Sixth grade students attended e-camp, a technology camp. Throughout the year, a school website was maintained. Promethean boards were available for classroom use.

J. Paul received a variety of accolades. Three of our students were named SC Junior Scholars. Three attended the summer program at the Governor's school. One student received second place and two students received honorable mention on the Clemson University Biology Merit Exam. This year's district winner of the Lt. Governor's Writing Award is a JPTMS student. Our Academic Challenge team had a 5:1 season losing one match in overtime by one point. One student received first place for acrylic art at the SC Beta Cub Convention as well as having artwork selected for the SC Council for Economic Concepts Calendar. Several band students received excellent and superior ratings at the solo and ensemble contest. Our football team became conference champs with an undefeated season. Our school raised and contributed over \$1600 to the Leukemia and Lymphoma Association and over \$600 to the March of Dimes.

Overall, we continue striving to meet "Great Expectations" for the coming year.

Katherine Tisdale, Principal  
Tommy Truluck, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	95	38
Percent satisfied with learning environment	85.7%	51.6%	63.9%
Percent satisfied with social and physical environment	79.3%	54.3%	78.4%
Percent satisfied with school-home relations	69.0%	68.1%	76.3%

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

School Adequate Yearly Progress

NO

This school met 11 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

Restructure

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	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	375	98.9	37.1	41.3	17.4	4.2	31.2	30.3	48.2	No	Yes
--------------	-----	------	------	------	------	-----	------	------	------	----	-----

**Gender**

Male	188	98.9	45.8	39.5	10.7	4	23.2	23.7	41.7	N/A	N/A
------	-----	------	------	------	------	---	------	------	------	-----	-----

Female	187	98.9	28.5	43	24	4.5	39.1	37	55	N/A	N/A
--------	-----	------	------	----	----	-----	------	----	----	-----	-----

**Racial/Ethnic Group**

White	130	98.5	23	43.4	27.9	5.7	49.2	46.2	60	No	Yes
-------	-----	------	----	------	------	-----	------	------	----	----	-----

African American	239	99.2	45.6	39	11.8	3.5	21.1	21.6	31.7	No	Yes
------------------	-----	------	------	----	------	-----	------	------	------	----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.4	I/S
----------	---	-----	-----	-----	-----	-----	-----	-----	------	------	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	----	-----	-----

**Disability Status**

Disabled	61	95.1	60	23.6	0	16.4	10.9	11	16	No	Yes
----------	----	------	----	------	---	------	------	----	----	----	-----

**Migrant Status**

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
---------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	------	-----

**Socio-Economic Status**

Subsided meals	323	99.1	40.3	40.7	14.8	4.3	26.9	26.4	34	No	Yes
----------------	-----	------	------	------	------	-----	------	------	----	----	-----

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

All Students	375	98.9	44.7	34	12.1	9.3	25.6	27.8	45.8	No	Yes
--------------	-----	------	------	----	------	-----	------	------	------	----	-----

**Gender**

Male	188	98.9	49.7	31.6	10.7	7.9	19.8	25.4	45.6	N/A	N/A
------	-----	------	------	------	------	-----	------	------	------	-----	-----

Female	187	98.9	39.7	36.3	13.4	10.6	31.3	30.2	45.9	N/A	N/A
--------	-----	------	------	------	------	------	------	------	------	-----	-----

**Racial/Ethnic Group**

White	130	98.5	27	41	14.8	17.2	37.7	46.6	59	No	Yes
-------	-----	------	----	----	------	------	------	------	----	----	-----

African American	239	99.2	55.3	29.4	10.1	5.3	18	17.3	26.9	No	Yes
------------------	-----	------	------	------	------	-----	----	------	------	----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.1	I/S
----------	---	-----	-----	-----	-----	-----	-----	-----	------	------	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**Disability Status**

Disabled	61	95.1	65.5	18.2	0	16.4	7.3	12.7	17.1	No	Yes
----------	----	------	------	------	---	------	-----	------	------	----	-----

**Migrant Status**

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
---------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	------	-----

**Socio-Economic Status**

Subsided meals	323	99.1	48.2	33.1	10.5	8.2	22.3	24.3	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
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	252	99.6	53.1	25.7	11.6	9.5	21.2	18.6	35.7	95.2	95.5
Gender											
Male	119	100	55.3	22.8	12.3	9.6	21.9	21.8	37.4	95.1	95.4
Female	133	99.3	51.2	28.3	11	9.4	20.5	15.4	33.8	95.2	95.6
Racial/Ethnic Group											
White	89	100	28.2	30.6	23.5	17.6	41.2	38.1	49.2	93.4	94.6
African American	159	99.4	67.8	22.4	5.3	4.6	9.9	8.2	17	96.1	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.6	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	96.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	82.6
Disability Status											
Disabled	35	97.1	69.7	12.1	0	18.2	18.2	14.3	14	95.2	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	82.2	87.6
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	97.5	96.4
Socio-Economic Status											
Subsided meals	219	99.5	58.2	25	9.6	7.2	16.8	15.3	21.1	95.2	95.4

Social Studies

All Students	250	99.6	39.2	33.3	10.8	16.7	27.5	22.8	34	95.2	95.5
Gender											
Male	127	100	40.2	31.1	9.8	18.9	28.7	23.8	36.6	95.1	95.4
Female	123	99.2	38.1	35.6	11.9	14.4	26.3	21.8	31.3	95.2	95.6
Racial/Ethnic Group											
White	89	100	27.1	32.9	12.9	27.1	40	35.8	44.5	93.4	94.6
African American	157	99.4	47	33.1	9.9	9.9	19.9	15	19.1	96.1	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.6	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	96.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	82.6
Disability Status											
Disabled	44	97.7	56.1	17.1	7.3	19.5	26.8	15.3	14.4	95.2	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	82.2	87.6
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	97.5	96.4
Socio-Economic Status											
Subsided meals	214	99.5	43.1	32.4	9.8	14.7	24.5	19.3	21	95.2	95.4

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

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	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	133	97	26.4	40.5	21.5	11.6	33.1
	7	128	100	41.6	48	10.4	0	10.4
2008	8	139	97.8	45	39.5	14.7	0.8	15.5
	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	116	99.1	39.3	39.3	16.8	4.7	21.5
2008	7	134	99.3	27.9	43.4	21.7	7	28.7
	8	125	98.4	45	40.8	13.3	0.8	14.2
Mathematics								
2007	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	133	97	23.1	45.5	14.9	16.5	31.4
	7	128	100	40.8	43.2	10.4	5.6	16
2008	8	139	97.8	37.2	49.6	9.3	3.9	13.2
	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	116	99.1	40.2	42.1	9.3	8.4	17.8
2008	7	134	99.3	31.8	34.9	17.8	15.5	33.3
	8	125	98.4	62.5	25.8	8.3	3.3	11.7
Science								
2007	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	68	97.1	46.6	24.1	20.7	8.6	29.3
	7	128	100	54.4	28	9.6	8	17.6
2008	8	69	100	42.2	35.9	12.5	9.4	21.9
	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	57	100	77.8	11.1	3.7	7.4	11.1
2008	7	131	99.2	41.3	31.7	15.1	11.9	27
	8	64	100	55.7	26.2	11.5	6.6	18
Social Studies								
2007	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	64	100	5.3	47.4	33.3	14	47.4
	7	128	100	41.6	35.2	11.2	12	23.2
2008	8	70	95.7	35.4	50.8	7.7	6.2	13.8
	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	9.3	42.6	20.4	27.8	48.1
2008	7	132	99.2	44.9	28.3	7.1	19.7	26.8
	8	59	100	54.2	35.6	10.2	0	10.2

Abbreviations for Missing Data

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