



J Paul Truluck Middle

319 Carlisle Street
Lake City, SC 29560

Grades	6-8 Middle School	
Enrollment	363 Students	
Principal	David Laws, Jr. &	843-374-8685
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. David Eaddy	843-394-8043

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	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	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

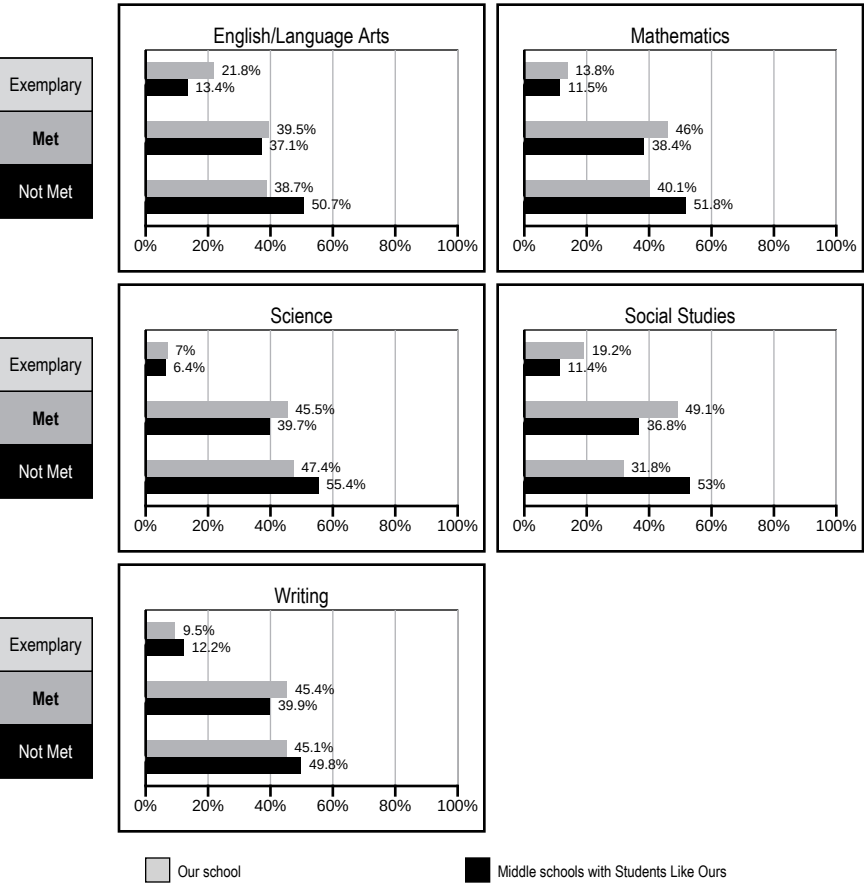
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	23

* 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	100.0%	87.8%
English 1	100.0%	84.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	85.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=363)				
Students enrolled in high school credit courses (grades 7 & 8)	40.2%	Up from 26.2%	15.6%	21.6%
Retention rate	2.3%	Up from 0.8%	2.3%	1.2%
Attendance rate	94.3%	Down from 95.2%	95.5%	95.9%
Eligible for gifted and talented	10.4%	Down from 11.9%	5.6%	14.8%
With disabilities other than speech	17.6%	Up from 15.0%	14.1%	12.6%
Older than usual for grade	5.2%	Down from 6.0%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	29.2%	Up from 25.9%	54.3%	56.9%
Continuing contract teachers	45.8%	Down from 48.1%	62.2%	72.7%
Teachers with emergency or provisional certificates	7.1%	Down from 17.6%	14.4%	5.3%
Teachers returning from previous year	64.2%	Down from 72.3%	76.3%	82.9%
Teacher attendance rate	91.0%	Down from 94.5%	94.8%	95.2%
Average teacher salary*	\$40,000	Up 1.5%	\$44,507	\$46,599
Professional development days/teacher	19.5 days	Up from 15.0 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.1 to 1	16.8 to 1	20.1 to 1
Prime instructional time	83.9%	Down from 87.4%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.2%	Up from 73.0%	95.7%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,338	Up 16.3%	\$9,939	\$7,645
Percent of expenditures for instruction**	53.3%	Down from 56.0%	60.3%	63.4%
Percent of expenditures for teacher salaries**	43.2%	Down from 53.4%	53.3%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The 2008-2009 school year was one of "Great Expectations" for J. Paul Truluck Middle School. Many activities found students involved and excelling in and outside the classroom.

Character education was at the forefront and found community members speaking to the student body each month about a character trait. Their presentations were followed by an activity developed by teachers reinforcing the same trait. Each trait helped to develop more responsible citizens.

Technology continued to positively impact student performance. Classworks was implemented in the computer labs to assist student achievement in ELA and math. Promethean Boards allowed students to interact with their teacher's instruction via the Internet and ActivExpressions—a device used to provide instant feedback to student answers. Sixth grade students attended e-camp to learn technology skills through science and writing. Throughout the year, the school website included opportunities to blog with the principal and attach homework assignments to teacher e-mails, thus becoming the "green" way of doing homework.

Student Council took a more active role in student life this year. Elections were exciting, as they were held in conjunction with our presidential election. Student Council officers got involved with our local city government and the School Improvement Council.

J. Paul students were recognized for their accomplishments. Our SC Junior Scholars doubled from three to six. Two students received honorable mentions on the Clemson University Biology Merit Exam. This year's district winner of the State Superintendent's Writing Award was a JPTMS student. The Middle School Academic Challenge team, comprised of students from both middle schools, had a 6:0 season, making it to the finals at the tournament. Art students created, with our artist in residence, a beautiful beach mural in the cafeteria. The school raised and contributed over \$1,900 to the Leukemia and Lymphoma Association, over \$1,000 to the March of Dimes, and contributions to the Red Cross, Relay for Life, and St. Philip's Food Pantry.

Overall, it was a year where we met and exceeded many "Great Expectations".

Sytheion Brown, SIC Chairperson
Katherine Tisdale, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	127	62
Percent satisfied with learning environment	100.0%	63.0%	79.0%
Percent satisfied with social and physical environment	96.6%	71.7%	70.0%
Percent satisfied with school-home relations	58.6%	84.1%	73.8%

* 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

R

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	N/A		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	94.3%	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	349	98.9	40.8	39.3	19.8	72.7	73.2	82.8	Yes	Yes
Gender										
Male	174	97.7	48.5	34.4	17.2	62.6	66.8	79.3	N/A	N/A
Female	175	100	33.5	44.1	22.4	82.4	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	113	99.1	25.9	40.7	33.3	81.5	85.8	89.5	Yes	Yes
African American	228	98.7	48.8	38.2	12.9	67.7	67.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	62	96.8	62.5	28.6	8.9	46.4	48.8	52	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	312	98.7	43.2	38.9	17.9	70.9	70.8	75.5	Yes	Yes

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

All Students	349	99.1	42.5	46.1	11.4	70.4	67.3	78.9	Yes	Yes
Gender										
Male	174	98.3	44.5	46.3	9.1	67.1	63.4	77	N/A	N/A
Female	175	100	40.6	45.9	13.5	73.5	71.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	113	99.1	28.7	49.1	22.2	83.3	83.4	87.2	Yes	Yes
African American	228	99.1	50.5	43.1	6.4	63.3	59	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	62	96.8	67.9	28.6	3.6	46.4	41.4	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	312	99	44.4	45.1	10.4	68	64.4	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	222	99.6	47.4	45.5	7	52.6	49.4	67.5
Gender								
Male	108	99.1	55.4	37.6	6.9	44.6	46.6	67
Female	114	100	40.2	52.7	7.1	59.8	52.3	68
Racial/Ethnic Group								
White	74	100	25.4	57.7	16.9	74.6	71.8	79.5
African American	143	99.3	59.9	38	2.2	40.1	37.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	43	100	N/AV	N/AV	N/AV	20.5	26.7	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	40.7	59.6
Socio-Economic Status								
Subsided meals	198	99.5	50.3	42.9	6.9	49.7	46.1	55.1

Social Studies

All Students	229	99.6	32.1	48.2	19.7	67.9	61.2	72.3
Gender								
Male	112	100	30.2	49.1	20.8	69.8	58.7	71.5
Female	117	99.2	33.9	47.3	18.8	66.1	63.8	73.2
Racial/Ethnic Group								
White	74	100	25.4	49.3	25.4	74.6	74.7	80.7
African American	149	99.3	36.2	47.5	16.3	63.8	54.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	35	100	54.8	29	16.1	45.2	40.1	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70	67.9
Socio-Economic Status								
Subsided meals	206	99.5	32.8	48.2	19	67.2	58.1	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	353	96.9	44.6	45.8	9.6	55.4	52	70.2	94.3	95.6
Gender										
Male	175	95.4	52.5	43.2	4.3	47.5	42.7	63.2	94.2	95.6
Female	178	98.3	37.2	48.3	14.5	62.8	61.6	77.5	94.5	95.7
Racial/Ethnic Group										
White	114	96.5	31.8	53.3	15	68.2	66.4	79.1	92.6	94.8
African American	231	97	51.6	41.6	6.8	48.4	45.2	57.6	95.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	98.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	38	62.6	96.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	40	84.8
Disability Status										
Disabled	64	84.4	N/AV	N/AV	N/AV	17.3	14.9	26.1	94	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	38.1	61.2	N/A	96.7
Socio-Economic Status										
Subsidized meals	314	96.5	47.5	43.8	8.8	52.5	48.8	58.9	94.3	95.6

Abbreviations for Missing Data

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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	107	99.1	38.5	44.2	17.3	61.5
	7	104	100	44.3	36.1	19.6	55.7
	8	138	97.8	40.2	37.9	22	59.8

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	107	99.1	32.7	57.7	9.6	67.3
	7	104	100	36.1	54.6	9.3	63.9
	8	138	98.6	54.9	30.8	14.3	45.1

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	53	100	58.8	35.3	5.9	41.2
	7	104	99	37.1	57.7	5.2	62.9
	8	65	100	53.8	35.4	10.8	46.2

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	54	100	15.1	52.8	32.1	84.9
	7	104	100	38.1	48.5	13.4	61.9
	8	71	98.6	36.8	44.1	19.1	63.2

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	107	97.2	44.7	50.5	4.9	55.3
	7	103	100	39.8	50	10.2	60.2
	8	143	94.4	48.1	39.1	12.8	51.9

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample