

RUBY ELEMENTARY

249 Thurman Ave
Ruby, SC 29741

Grades	PK-5 Elementary School	
Enrollment	304 Students	
Principal	Beth K. Suggs	843-634-6310
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad L. Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

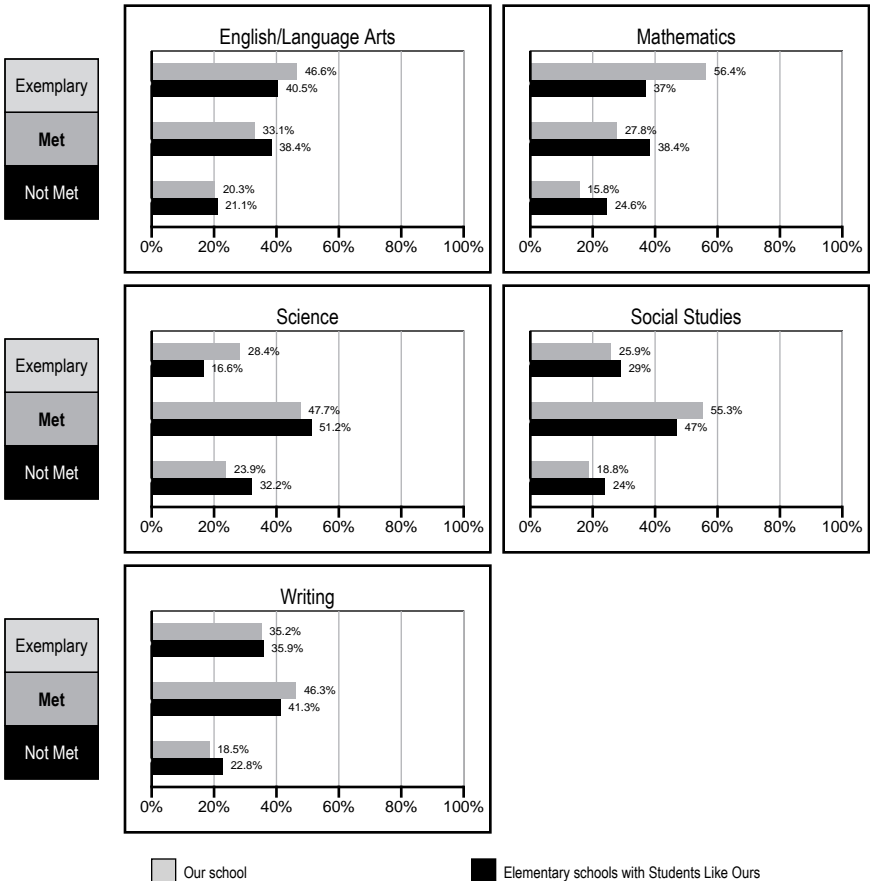
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	37	64	3	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=304)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.3%	1.2%	1.1%
Attendance rate	96.1%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	12.7%	Up from 10.6%	14.2%	13.4%
With disabilities other than speech	2.9%	Down from 6.0%	5.2%	4.1%
Older than usual for grade	0.3%	Down from 1.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	82.4%	Up from 76.5%	60.9%	62.5%
Continuing contract teachers	94.1%	Up from 82.4%	90.0%	88.2%
Teachers returning from previous year	93.7%	Down from 97.6%	88.4%	87.8%
Teacher attendance rate	95.2%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$47,089	Up 2.5%	\$46,767	\$46,773
Professional development days/teacher	8.1 days	Up from 7.6 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 21.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.9 to 1	20.0 to 1	19.9 to 1
Prime instructional time	90.7%	Up from 89.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 99.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,127	Down 10.6%	\$7,219	\$7,447
Percent of expenditures for instruction**	71.4%	Up from 70.4%	68.3%	68.4%
Percent of expenditures for teacher salaries**	69.8%	Up from 68.8%	66.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010-2011 school year has been very challenging and rewarding at Ruby Elementary School. We have continued the ongoing tradition of providing a child-centered environment that challenges and nurtures our students. Through extremely hard work and dedication from our faculty, staff, students, parents, and community volunteers, many positive achievements have taken place.

Once again, Ruby Elementary School has met Adequate Yearly Progress by successfully satisfying all requirements for 13 of 13 objectives. Ruby Elementary maintained South Carolina and Southern Association of Colleges and Schools Accreditations.

Students at Ruby Elementary continue to increase PASS scores in all areas. As a result of this accomplishment, Ruby Elementary received the Palmetto Silver Award for general performance and Silver Award for making substantial progress in closing achievement gaps in the 2010-11 Palmetto Gold and Silver Awards Program.

Parents and community involvement in the school was encouraged in many ways. Grandparents were invited to lunch for Grandparents' Day. Parents were invited to participate in events such as parenting workshops, book fairs, reading with students, as well as end of year programs and awards ceremonies. The community as a whole is dedicated to our students.

Ruby Elementary Students have the opportunity to participate in various community service projects. This year students raised over \$5,000 for the American Cancer Society through Relay for Life. They also collected over 1000 cans of food for a community food drive.

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 2011-2012 school year.

Beth Suggs, Principal
Robinn Usher, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	52	37
Percent satisfied with learning environment	100.0%	94.2%	91.7%
Percent satisfied with social and physical environment	100.0%	98.1%	94.6%
Percent satisfied with school-home relations	100.0%	96.2%	94.4%

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

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No Child Left Behind

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. 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	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)

All Students	144	97.9	21.2	33.6	45.3	86.1	79.1	82.4	Yes	Yes
Gender										
Male	73	98.6	26.5	33.8	39.7	82.4	74.8	78.7	N/A	N/A
Female	71	97.2	15.9	33.3	50.7	89.9	83.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	112	97.3	12.4	35.2	52.4	91.4	85.9	88.9	Yes	Yes
African American	30	100	53.3	30	16.7	66.7	69.7	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	38.5	43.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	96.8	28.4	33	38.6	80.7	74.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	144	97.9	18.2	27	54.7	89.1	79.8	81.9	Yes	Yes
Gender										
Male	73	98.6	26.5	22.1	51.5	85.3	76.6	79.9	N/A	N/A
Female	71	97.2	10.1	31.9	58	92.8	83.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	112	97.3	14.3	23.8	61.9	90.5	87.1	88.9	Yes	Yes
African American	30	100	33.3	40	26.7	83.3	69.4	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	30.8	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	96.8	20.5	30.7	48.9	88.6	75.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	93	100	25.3	47.3	27.5	74.7	60.6	68.6
Gender								
Male	44	100	31	38.1	31	69	61.2	68.3
Female	49	100	20.4	55.1	24.5	79.6	60.1	68.9
Racial/Ethnic Group								
White	75	100	17.8	49.3	32.9	82.2	73.9	80.7
African American	17	100	58.8	35.3	5.9	41.2	43	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	54.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	32.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.7	60.7
Socio-Economic Status								
Subsidized meals	59	100	34.5	44.8	20.7	65.5	53.2	57.3
Social Studies								
All Students	91	97.8	19.5	55.2	25.3	80.5	64.8	72.5
Gender								
Male	47	95.7	20.9	55.8	23.3	79.1	64.3	72
Female	44	100	18.2	54.5	27.3	81.8	65.3	73.1
Racial/Ethnic Group								
White	68	97.1	14.1	56.3	29.7	85.9	72.7	81
African American	22	100	36.4	54.5	9.1	63.6	54	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	37.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.2	69.7
Socio-Economic Status								
Subsidized meals	58	96.6	16.4	67.3	16.4	83.6	58.5	62.9

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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	57	94.7	18.5	46.3	35.2	81.5	67	73.2	96.1	95.6
Gender										
Male	29	89.7	19.2	50	30.8	80.8	61.3	67.2	96.3	95.6
Female	28	100	17.9	42.9	39.3	82.1	72.7	79.4	95.9	95.6
Racial/Ethnic Group										
White	44	95.5	9.5	50	40.5	90.5	76.4	81.5	96.1	95.1
African American	13	92.3	50	33.3	16.7	50	54.3	61.3	96.1	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.5	66.7	93.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	18.4	26	94.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	97.2	97
Socio-Economic Status										
Subsidized meals	37	94.6	25.7	48.6	25.7	74.3	60.4	63.2	95.7	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	43	100	17.1	34.1	48.8	82.9
	4	60	100	21.7	40	38.3	78.3
	5	55	100	25	50	25	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	44	95.5	19.5	29.3	51.2	80.5
	4	43	100	19.5	31.7	48.8	80.5
	5	57	98.3	23.6	38.2	38.2	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	43	100	39	17.1	43.9	61
	4	60	100	13.3	46.7	40	86.7
	5	55	100	36.5	48.1	15.4	63.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	44	95.5	24.4	31.7	43.9	75.6
	4	43	100	17.1	19.5	63.4	82.9
	5	57	98.3	14.5	29.1	56.4	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	21	95.2	57.9	26.3	15.8	42.1
	4	60	100	23.3	56.7	20	76.7
	5	27	100	28	60	12	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	33.3	47.6	19	66.7
	4	43	100	22	58.5	19.5	78
	5	29	100	24.1	31	44.8	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	22	95.5	19	38.1	42.9	81
	4	60	100	25	43.3	31.7	75
	5	28	100	25.9	63	11.1	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	95.2	15	55	30	85
	4	43	100	9.8	56.1	34.1	90.2
	5	27	96.3	38.5	53.8	7.7	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	42	97.6	25	37.5	37.5	75
	4	60	96.7	22.4	37.9	39.7	77.6
	5	55	100	30.2	52.8	17	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	57	94.7	18.5	46.3	35.2	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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