



RUFFIN MIDDLE

155 Patriot Lane
Ruffin, South Carolina

Grades	6-8 Middle School	
Enrollment	344 Students	
Principal	Scott Matthews	843-782-0018
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below 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

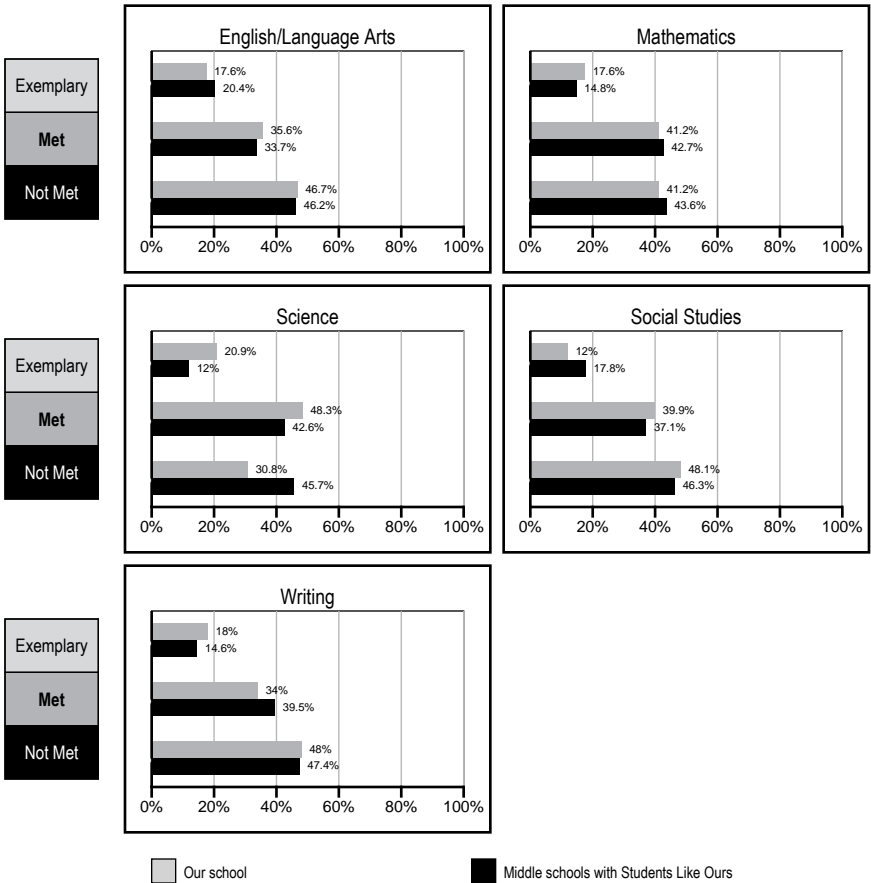
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	24	12

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

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 /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%	93.4%
English 1	90.9%	90.1%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	32.6%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	91.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=344)				
Students enrolled in high school credit courses (grades 7 & 8)	4.2%	Down from 51.6%	14.1%	24.5%
Retention rate	1.6%	Down from 3.3%	0.9%	0.7%
Attendance rate	95.1%	Down from 95.4%	95.7%	95.9%
Served by gifted and talented program	7.5%	Down from 17.8%	9.1%	17.8%
With disabilities other than speech	6.5%	Down from 10.7%	10.7%	9.2%
Older than usual for grade	3.7%	Down from 5.4%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.4%	0.4%
Annual dropout rate	0.5%	Down from 0.8%	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	33.3%	Up from 27.3%	59.5%	60.0%
Continuing contract teachers	61.9%	Down from 81.8%	73.1%	82.6%
Teachers returning from previous year	81.4%	Down from 82.7%	81.8%	85.6%
Teacher attendance rate	94.2%	Up from 93.7%	95.4%	95.3%
Average teacher salary*	\$37,262	Down 12.4%	\$44,422	\$46,300
Professional development days/teacher	9.8 days	Up from 8.3 days	10.9 days	9.9 days
School				
Principal's years at school	1.0	Down from 19.0	3.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.4 to 1	19.9 to 1	21.5 to 1
Prime instructional time	86.9%	Down from 88.1%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 91.1%	97.3%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,144	Down 15.0%	\$8,879	\$7,634
Percent of expenditures for instruction**	64.1%	Up from 60.5%	62.2%	64.0%
Percent of expenditures for teacher salaries**	62.4%	Up from 58.2%	58.8%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ruffin Middle School continues to prepare students to meet the challenge of the assessment system by using programs such as PASS Coaching and other PASS preparation materials. Teachers utilized PASS-like questions on teacher-made and district common assessments. Teachers were provided additional support from District Office Instructional Facilitators and numerous professional opportunities to support instructional best practices in all core content areas. Students who scored Below Basic on the PASS were given the opportunity to participate in PASS Reading, Creative Writing, and PASS Mathematics classes along with a lab setting utilizing the Skills Tutor program for additional assistance in all core courses. A school-wide PBIS model Character Education Program, academic and behavioral incentives, Educational Talent Search, the Clemson Extension Let's Go, Let's Move Colleton Initiative; 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 motivated students to function at their best in the classroom and enhanced their self-concepts. A Comprehensive Career Guidance Program, coupled with Career Education classes gave students many opportunities to explore careers, occupations, and post-secondary institutions.

Ruffin Middle School's PASS test data showed tremendous gains, particularly in the area of science, social studies, and writing. Our school made AYP and maintained its average rating two consecutive years on our school report card. However, we feel that with continued curriculum alignment, changes in innovative strategies, and other middle school initiatives used this year our students will continue to see academic improvements.

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

Cordelia Jenkins, Principal

Joy Strauss, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	94	16
Percent satisfied with learning environment	71.4%	78.5%	68.8%
Percent satisfied with social and physical environment	85.7%	73.9%	50.0%
Percent satisfied with school-home relations	71.4%	79.3%	75.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	319	99.7	46.6	35.7	17.7	66.2	77	82.4	No	Yes
Gender										
Male	148	99.3	53.5	31	15.5	60.6	72.6	78.7	N/A	N/A
Female	171	100	40.5	39.9	19.6	71.2	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	127	99.2	31.4	38.8	29.8	81	83.9	88.9	Yes	Yes
African American	181	100	58.5	34.1	7.4	54.5	70.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	35	97.1	N/AV	N/AV	N/AV	23.5	37.6	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	99.6	50.4	35.4	14.2	63	73.7	75.4	No	Yes

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

All Students	319	100	41.2	41.2	17.6	70.6	76	81.9	No	Yes
Gender										
Male	148	100	38.5	41.3	20.3	69.2	74.4	79.9	N/A	N/A
Female	171	100	43.6	41.1	15.3	71.8	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	127	100	24.6	45.9	29.5	81.1	83.8	88.9	Yes	Yes
African American	181	100	54.5	36.4	9.1	61.9	68.2	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	35	100	77.1	20	2.9	28.6	39.3	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	100	44.9	41.7	13.4	67.6	72.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	217	100	30.8	48.3	20.9	69.2	67.1	68.6
Gender								
Male	99	100	31.3	41.7	27.1	68.8	67	68.3
Female	118	100	30.4	53.9	15.7	69.6	67.2	68.9
Racial/Ethnic Group								
White	86	100	16.7	41.7	41.7	83.3	79.7	80.7
African American	124	100	41.3	53.7	5	58.7	55.3	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	28	100	67.9	28.6	3.6	32.1	34.5	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	177	100	35.8	49.1	15	64.2	62.6	57.3
Social Studies								
All Students	217	100	48.3	39.7	12	51.7	71.8	72.5
Gender								
Male	101	100	43.9	35.7	20.4	56.1	73.1	72
Female	116	100	52.3	43.2	4.5	47.7	70.5	73.1
Racial/Ethnic Group								
White	90	100	39.5	40.7	19.8	60.5	78.3	81
African American	120	100	56.4	38.5	5.1	43.6	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	23	100	82.6	13	4.3	17.4	46.8	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	175	100	53.8	38.5	7.7	46.2	67.2	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	103	100	48	34	18	52	59.2	73.2	95.1	95.5
Gender										
Male	53	100	59.6	30.8	9.6	40.4	51.2	67.2	94.8	95.3
Female	50	100	35.4	37.5	27.1	64.6	67.4	79.4	95.3	95.6
Racial/Ethnic Group										
White	38	100	25	44.4	30.6	75	68.8	81.5	93.7	94.7
African American	61	100	62.3	27.9	9.8	37.7	50.7	61.3	96.2	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.8	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.5	66.7	96.4	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	72.2	88.1	94
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	N/AV	14.6	26	95.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	95.3	96.2
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.1	65.7	96.2	96.4
Socio-Economic Status										
Subsidized meals	83	100	53.8	30	16.3	46.3	54.5	63.2	95	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	117	100	38.4	38.4	23.2	61.6
	7	104	100	51.5	26.7	21.8	48.5
	8	105	100	42.2	32.4	25.5	57.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	100	43.2	38.9	17.9	56.8
	7	115	99.1	44.1	36	19.8	55.9
	8	102	100	52.5	32.3	15.2	47.5
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	117	100	49.1	36.6	14.3	50.9
	7	104	100	58.4	32.7	8.9	41.6
	8	105	100	29.4	53.9	16.7	70.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	100	40	37.9	22.1	60
	7	115	100	45.5	39.3	15.2	54.5
	8	102	100	37.4	46.5	16.2	62.6
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	59	100	36.8	50.9	12.3	63.2
	7	104	100	21.8	58.4	19.8	78.2
	8	54	100	33.3	37.3	29.4	66.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	34.7	51	14.3	65.3
	7	115	100	31	47.8	21.2	69
	8	50	100	26.5	46.9	26.5	73.5

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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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	58	100	23.6	70.9	5.5	76.4
	7	104	100	67.3	30.7	2	32.7
	8	51	100	31.4	54.9	13.7	68.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	50	100	19.6	63	17.4	80.4
	7	115	100	59.3	30.1	10.6	40.7
	8	52	100	50	40	10	50
Writing							
2010	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	117	99.2	44.2	39.8	15.9	55.8
	7	107	99.1	41.7	46.6	11.7	58.3
	8	108	100	21.9	59	19	78.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	103	100	48	34	18	52

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