



## J PAUL TRULUCK MIDDLE

319 Carlisle Street  
Lake City, SC 29560

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	304 Students	
<b>Principal</b>	Ned Blake	843-374-8685
<b>Superintendent</b>	Dr. Keith Callicutt, Interim	843-374-8652
<b>Board Chair</b>	Dr. Julia Mims	843-374-2705

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below 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 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**

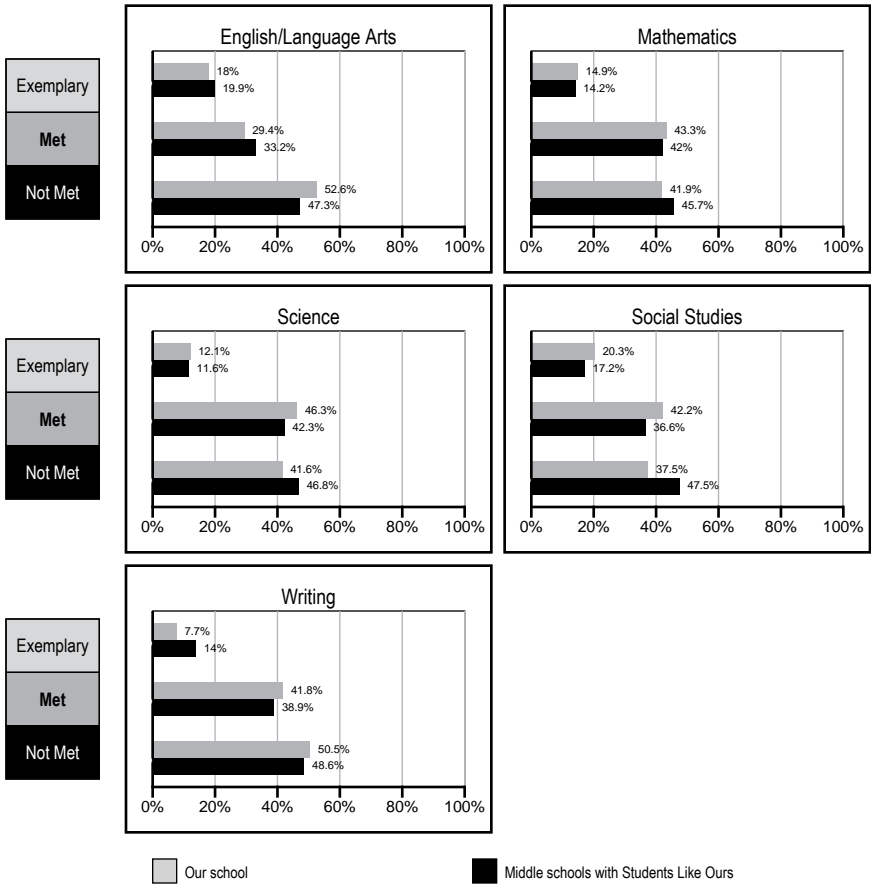
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	25	25	17

\* 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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	92.3%
English 1	94.1%	89.8%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	31.0%
US History and the Constitution	N/A	N/A
All Subjects	97.2%	90.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=304)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	26.5%	Up from 13.4%	13.5%	24.5%
Retention rate	0.3%	Down from 1.6%	0.9%	0.7%
Attendance rate	96.4%	Up from 94.4%	95.6%	95.9%
Served by gifted and talented program	12.2%	Up from 9.0%	7.8%	17.8%
With disabilities other than speech	17.6%	Down from 19.6%	10.9%	9.2%
Older than usual for grade	2.6%	Down from 4.2%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.5%	Down from 1.2%	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	26.3%	Up from 15.8%	58.0%	60.0%
Continuing contract teachers	57.9%	Up from 42.1%	72.4%	82.6%
Teachers returning from previous year	66.9%	Up from 55.1%	82.2%	85.6%
Teacher attendance rate	92.1%	Down from 95.7%	95.4%	95.3%
Average teacher salary*	\$38,665	Up 5.8%	\$44,142	\$46,300
Professional development days/teacher	17.0 days	Up from 12.1 days	10.6 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.7 to 1	19.7 to 1	21.5 to 1
Prime instructional time	86.6%	Down from 88.3%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	96.1%	Up from 85.0%	97.4%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$9,339	Up 7.7%	\$9,052	\$7,634
Percent of expenditures for instruction**	47.1%	Down from 49.0%	62.0%	64.0%
Percent of expenditures for teacher salaries**	45.1%	Up from 43.9%	57.1%	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

J. Paul Truluck Middle School, in partnership with its families, students and community, began the school year by promoting "College Bound Students." As students entered on the first day, the school's halls were decorated with information on how to become college bound in an effort to meet our mission of "Educating and inspiring all students to be successful in order to achieve Palmetto Gold." Students are reminded daily of the mission statement, to keep them focused on achieving academic success in all endeavors. We dedicated all of our resources, instructional programs, and efforts to achieving this mission.

Students at J. Paul Truluck Middle School have been honored with numerous awards of merit. 15 students were selected to attend Clemson Biology Merit Examination this spring. Two of these students scored "1st Honorable Mention and three more students scored 2nd Honorable Mention. Once again this past year, all of our Algebra I students passed the End of Course exam. We are extremely proud of the increase of the number of South Carolina Junior Scholars this year to five. In addition, USC Sumter recognized our top 15 8th grade students as Junior Scholars. One of our students will be attending the South Carolina Governors School this summer. We continued to conduct quarterly awards programs to recognize our students for outstanding academics and character.

In an effort to educate well-rounded children, we have added extra emphasis on our character education program. We have continued to implement Khaki and Writing Wednesday to recognize students with outstanding character traits. Through community service projects such as Pink Ribbon fundraisers, Adopting Senior Citizens at Christmas, Carolina/Clemson Canned Food Drive, and a year-long Recycling project, students are learning the importance of giving back to their community as well as preserving the environment.

J. Paul Truluck is very proud of meeting the requirements to become certified through AdvancED, the Southern Association of Colleges and Schools (SACS). One of the contributing factors to reaching this goal was the continued implementation of the Teacher Advancement Program. Through on-site professional development, tracking individual student growth on our data wall, and targeting at-risk students through Applied Academics ELA and Math classes, student achievement continued to increase. We will continue to collaborate with parents, community, and district staff to maintain a safe learning environment where students continue to focus on becoming "Respectful, Responsible, Trustworthy, and College Bound."

Ned D. Blake  
Principal

Tekesha Singletary  
SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	66	51
Percent satisfied with learning environment	92.9%	72.3%	89.8%
Percent satisfied with social and physical environment	96.4%	70.8%	82.0%
Percent satisfied with school-home relations	71.4%	87.5%	95.9%

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

## Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

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%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	313	99.7	52	29.1	18.9	61.1	70.4	82.4	No	Yes
<b>Gender</b>										
Male	168	100	57.9	26.4	15.7	53.5	64.6	78.7	N/A	N/A
Female	145	99.3	45.3	32.1	22.6	70.1	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	37	28	35	71	78.5	88.9	No	Yes
African American	205	99.5	59.3	29.9	10.8	56.7	65.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	70.5	19.7	9.8	37.7	40.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	276	100	56.2	28.3	15.5	58.5	68.3	75.4	No	Yes

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

All Students	313	100	41.2	42.9	15.9	72	70.8	81.9	Yes	Yes
<b>Gender</b>										
Male	168	100	50.3	38.4	11.3	67.3	66.9	79.9	N/A	N/A
Female	145	100	30.7	48.2	21.2	77.4	75.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	30	39	31	82	81	88.9	Yes	Yes
African American	205	100	46.9	44.8	8.2	66.5	64.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	70.5	23	6.6	45.9	40.8	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	276	100	44.2	42.6	13.2	69.8	68.4	74.9	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	211	99.5	41.3	45.4	13.3	58.7	48.8	68.6
<b>Gender</b>								
Male	109	100	47.1	39.2	13.7	52.9	46.2	68.3
Female	102	99	35.1	52.1	12.8	64.9	51.5	68.9
<b>Racial/Ethnic Group</b>								
White	70	100	29.7	43.8	26.6	70.3	62.4	80.7
African American	140	99.3	46.6	46.6	6.9	53.4	41.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	47	100	66.7	21.4	11.9	33.3	26.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	44.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	185	100	44.9	43.8	11.4	55.1	45.9	57.3
<b>Social Studies</b>								
All Students	207	99	37.2	41.8	20.9	62.8	59	72.5
<b>Gender</b>								
Male	113	99.1	37.7	42.5	19.8	62.3	58.5	72
Female	94	98.9	36.7	41.1	22.2	63.3	59.6	73.1
<b>Racial/Ethnic Group</b>								
White	76	100	29.7	31.1	39.2	70.3	66.2	81
African American	129	98.5	40.8	49.2	10	59.2	55.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	41	97.6	64.9	27	8.1	35.1	38.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	47.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	179	99.4	40.9	42.7	16.4	59.1	56.4	62.9

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
<b>Writing</b>										
All Students	99	97	50.5	41.8	7.7	49.5	58.8	73.2	96.4	95.6
<b>Gender</b>										
Male	55	96.4	55.1	36.7	8.2	44.9	46.5	67.2	96.1	95.4
Female	44	97.7	45.2	47.6	7.1	54.8	71.5	79.4	96.6	95.9
<b>Racial/Ethnic Group</b>										
White	28	92.9	32	56	12	68	69.6	81.5	95.4	94.8
African American	70	100	57.6	36.4	6.1	42.4	54.3	61.3	96.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	46.7	66.7	96.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	95.3
<b>Disability Status</b>										
Disabled	24	87.5	N/AV	N/AV	N/AV	27.8	20.2	26	95.7	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.3
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	46.2	65.7	96.4	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	90	97.8	53.6	40.5	6	46.4	56.8	63.2	96.3	95.5

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
<b>English/Language Arts</b>							
<b>2010</b>	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	106	100	44.6	27.7	27.7	55.4
	7	113	100	51.5	35.6	12.9	48.5
	8	94	100	52.7	29.7	17.6	47.3
<b>2011</b>	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	110	100	58.9	26.2	15	41.1
	7	105	99.1	54.6	19.6	25.8	45.4
	8	98	100	41.3	42.4	16.3	58.7
<b>Mathematics</b>							
<b>2010</b>	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	106	100	48.5	37.6	13.9	51.5
	7	113	99.1	46.5	38.6	14.9	53.5
	8	94	100	41.8	41.8	16.5	58.2
<b>2011</b>	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	110	100	42.1	44.9	13.1	57.9
	7	105	100	40.2	38.1	21.6	59.8
	8	98	100	41.3	45.7	13	58.7
<b>Science</b>							
<b>2010</b>	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	54	100	64.7	29.4	5.9	35.3
	7	112	100	30.7	52.5	16.8	69.3
	8	47	100	45.7	37	17.4	54.3
<b>2011</b>	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	56	100	64.2	34	1.9	35.8
	7	104	99	29.2	52.1	18.8	70.8
	8	51	100	40.4	44.7	14.9	59.6

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
<b>Social Studies</b>							
<b>2010</b>	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	54	100	15.4	53.8	30.8	84.6
	7	113	100	38.6	39.6	21.8	61.4
	8	47	100	35.6	51.1	13.3	64.4
<b>2011</b>	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	55	100	34.5	50.9	14.5	65.5
	7	105	98.1	35.4	38.5	26	64.6
	8	47	100	44.4	37.8	17.8	55.6
<b>Writing</b>							
<b>2010</b>	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	106	96.2	33.7	45.9	20.4	66.3
	7	110	97.3	54	39	7	46
	8	95	100	46.2	46.2	7.7	53.8
<b>2011</b>	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	99	97	50.5	41.8	7.7	49.5

Abbreviations for Missing Data

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