



Ruffin Middle

155 Patriot Lane
Ruffin, South Carolina

Grades	6-8 Middle School	
Enrollment	349 Students	
Principal	Harry Jenkins	843-562-2291
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

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

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

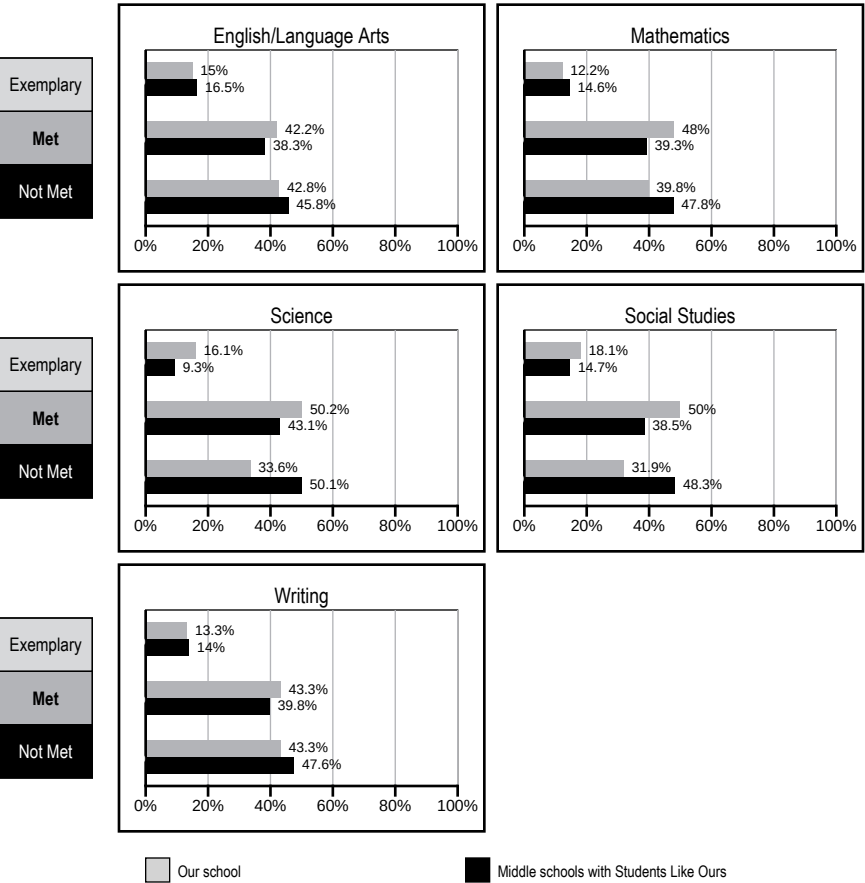
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	30	9

* 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	N/A	89.8%
English 1	N/A	84.5%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	N/A	89.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=349)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	12.9%	21.6%
Retention rate	3.8%	Down from 6.1%	2.3%	1.2%
Attendance rate	94.9%	Down from 95.7%	95.2%	95.9%
Eligible for gifted and talented	9.8%	No Change	8.0%	14.8%
With disabilities other than speech	10.1%	Up from 9.3%	14.1%	12.6%
Older than usual for grade	7.7%	Up from 7.4%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 5.0%	0.3%	0.6%
Annual dropout rate	0.4%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	28.6%	Down from 36.4%	55.3%	56.9%
Continuing contract teachers	66.7%	Up from 59.1%	65.5%	72.7%
Teachers with emergency or provisional certificates	26.3%	Down from 30.0%	12.2%	5.3%
Teachers returning from previous year	79.4%	Up from 75.2%	77.9%	82.9%
Teacher attendance rate	93.2%	Down from 97.2%	95.0%	95.2%
Average teacher salary*	\$42,853	Up 1.9%	\$45,645	\$46,599
Professional development days/teacher	8.3 days	Down from 10.1 days	10.3 days	10.8 days
School				
Principal's years at school	18.0	Up from 17.0	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.5 to 1	17.8 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 91.6%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	85.8%	Up from 75.2%	97.3%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,866	Up 5.2%	\$9,117	\$7,645
Percent of expenditures for instruction**	60.5%	Down from 67.1%	61.8%	63.4%
Percent of expenditures for teacher salaries**	56.5%	Down from 63.0%	54.9%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Ruffin Middle School continues to prepare students to meet the challenges of the assessment system by using programs such as PASS Coaching and other PASS preparation materials. Teachers utilized PASS-like questions on teacher-made assessments. Students who scored Below Basic on the PACT were given the opportunity to participate in PASS Reading, Creative Writing, and PASS Math classes, along with a lab setting utilizing the Skills Tutor and ORCHARD programs for additional assistance in all core courses. Title One funds allowed the school to provide a PASS Math/Science Tutorial Program. A school-wide Character Education Program, Academic and Behavioral incentives, partnerships with the Alcohol and Drug Abuse Commission, Educational Talent Search, the Clemson Youth Leadership Program, 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, and the Jr. Beta Club supported students motivation and self-concept to motivate them to function at their best in the classroom. A Comprehensive Career Guidance Program, coupled with Career Education classes and a grant written with the University of South Carolina-Salk, gave students many opportunities to explore careers, occupations, and post-secondary institutions.

Ruffin Middle School's test data showed tremendous gains, particularly in the area of science. As a result of our gains, we received the Palmetto Silver Award. However, we feel that with continued curriculum alignment, changes in innovative strategies, and new programs used this year, we will continue to see improvements in the areas of Science, Social Studies, Language Arts, and Mathematics.

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

Harry Jenkins, Principal
Angela Nichols, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	108	71
Percent satisfied with learning environment	100.0%	77.4%	88.7%
Percent satisfied with social and physical environment	100.0%	82.9%	80.0%
Percent satisfied with school-home relations	63.6%	75.0%	77.1%

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

School Adequate Yearly Progress

YES

This school met 17 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

CSI-DELAY

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	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.5%	0.0%	No
Student attendance rate	94.9%	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	347	100	42.8	42.2	15	70.9	74.8	82.8	Yes	Yes
Gender										
Male	164	100	53.9	33.6	12.5	61.8	69.7	79.3	N/A	N/A
Female	183	100	33.1	49.7	17.1	78.9	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	129	100	36.8	43	20.2	76.3	82.3	89.5	Yes	Yes
African American	206	100	46.5	42.6	10.9	67.3	68.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	82.5	I/S	I/S
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	18.9	34.5	52	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	279	100	44.1	42.9	13	69.7	71.3	75.5	Yes	Yes

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

All Students	347	100	39.8	48	12.2	70	69	78.9	Yes	Yes
Gender										
Male	164	100	46.1	40.8	13.2	63.8	66.6	77	N/A	N/A
Female	183	100	34.3	54.3	11.4	75.4	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	129	100	28.9	52.6	18.4	78.1	77.8	87.2	Yes	Yes
African American	206	100	46.5	45	8.4	64.9	61.4	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	79.5	I/S	I/S
Disability Status										
Disabled	39	100	86.5	10.8	2.7	16.2	35.1	45.5	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	279	100	42.5	47.5	10	68.6	65.2	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

	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	226	99.1	33	50.7	16.3	67	58.6	67.5
Gender								
Male	111	98.2	37.4	45.5	17.2	62.6	57.7	67
Female	115	100	29.1	55.5	15.5	70.9	59.5	68
Racial/Ethnic Group								
White	79	98.7	22.1	52.9	25	77.9	72.5	79.5
African American	138	99.3	39.1	49.6	11.3	60.9	48	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.5	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	71.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	21.4	22.3	35.6
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsided meals	183	98.9	34.9	52.4	12.7	65.1	52.9	55.1

Social Studies

All Students	228	100	31.9	50	18.1	68.1	66.9	72.3
Gender								
Male	96	100	37.8	40	22.2	62.2	65.5	71.5
Female	132	100	27.8	57.1	15.1	72.2	68.3	73.2
Racial/Ethnic Group								
White	93	100	29.3	51.2	19.5	70.7	74.5	80.7
African American	127	100	33.9	49.6	16.5	66.1	59.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	20	100	72.2	22.2	5.6	27.8	37.7	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	5	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsided meals	181	100	33.3	52	14.6	66.7	62.4	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	346	99.4	43.3	43.3	13.3	56.7	55.6	70.2	94.9	95.3
Gender										
Male	161	99.4	53.2	39	7.8	46.8	46.8	63.2	94.1	94.9
Female	185	99.5	34.7	47.2	18.2	65.3	64.3	77.5	95.6	95.7
Racial/Ethnic Group										
White	126	99.2	31.3	48.7	20	68.7	67.1	79.1	93.3	94.6
African American	208	99.5	50.5	40.2	9.3	49.5	46.5	57.6	96	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.5	86.2	96.1	96.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	48.1	62.6	92.1	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	68.7	90.8	92.3
Disability Status										
Disabled	39	97.4	N/AV	N/AV	N/AV	8.1	16.8	26.1	94.5	94.2
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	54.7	92.1	96.1
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	57.6	61.2	91.4	96.3
Socio-Economic Status										
Subsidized meals	277	99.3	46.4	43	10.6	53.6	49.8	58.9	94.7	95.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	117	100	53.6	34.8	11.6	46.4
	7	107	100	31	42	27	69
	8	123	100	42.6	49.6	7.8	57.4
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	117	100	50	40.2	9.8	50
	7	107	100	30	52	18	70
	8	123	100	38.3	52.2	9.6	61.7
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	57	98.3	45.3	47.2	7.5	54.7
	7	107	100	17	60	23	83
	8	62	98.4	50	37.5	12.5	50
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	60	100	32.8	65.5	1.7	67.2
	7	107	100	30	43	27	70
	8	61	100	34.5	46.6	19	65.5
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	118	100	50	37.7	12.3	50
	7	106	100	35.6	49.5	14.9	64.4
	8	122	98.4	43.5	43.5	13	56.5

Abbreviations for Missing Data

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