

J PAUL TRULUCK MIDDLE

319 Carlisle Street
Lake City, SC 29560

Grades	6-8 Middle School	
Enrollment	308 Students	
Principal	Laws & Tisdale	843-374-8685
Superintendent	Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	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 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

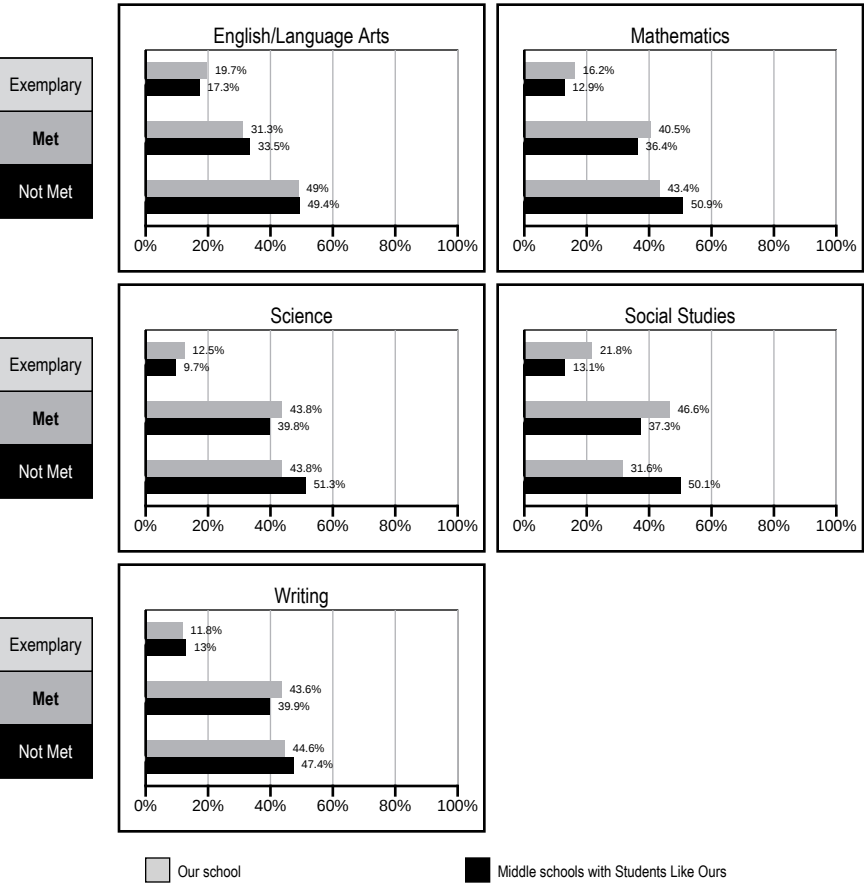
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	33	20

* Ratings are calculated with data available by 03/09/2011.

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 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%	89.1%
English 1	85.7%	87.4%
Physical Science	N/A	52.6%
US History and the Constitution	N/A	N/A
All Subjects	94.6%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=308)				
Students enrolled in high school credit courses (grades 7 & 8)	13.4%	Down from 40.2%	13.5%	24.2%
Retention rate	1.6%	Down from 2.3%	1.0%	0.7%
Attendance rate	94.4%	Up from 94.3%	95.3%	95.9%
Eligible for gifted and talented	9.0%	Down from 10.4%	7.0%	16.4%
With disabilities other than speech	19.6%	Up from 17.6%	14.5%	12.0%
Older than usual for grade	4.2%	Down from 5.2%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.5%
Annual dropout rate	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	15.8%	Down from 29.2%	58.2%	58.5%
Continuing contract teachers	42.1%	Down from 45.8%	65.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 7.1%	12.5%	4.0%
Teachers returning from previous year	55.1%	Down from 64.2%	77.7%	84.6%
Teacher attendance rate	95.7%	Up from 91.0%	95.7%	95.4%
Average teacher salary*	\$36,555	Down 8.6%	\$44,562	\$46,561
Professional development days/teacher	12.1 days	Down from 19.5 days	10.6 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	17.9 to 1	21.1 to 1
Prime instructional time	88.3%	Up from 83.9%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	85.0%	Down from 94.2%	97.4%	98.1%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,670	Up 4.0%	\$10,026	\$7,802
Percent of expenditures for instruction**	49.0%	Down from 53.3%	60.5%	63.8%
Percent of expenditures for teacher salaries**	43.9%	Up from 43.2%	55.9%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

J. Paul Truluck Middle School began this school year with a new clear and concise mission statement “to educate and inspire all students to be successful in order to achieve Palmetto Gold.” This mission statement was developed collaboratively with teachers, school and district staff, parents, board members, and community members. As a staff we dedicated our resources, instruction, programs, and effort to this mission.

Our students have earned several distinguished awards this school year. A J. Paul Truluck Middle School student was chosen as the district’s State Superintendent Writing Award recipient. We had 15 students to attend the Clemson Biology Merit Exam at Clemson University this spring. One of our students scored “Honorable Mention” and one scored “2nd Honorable Mention”. All of our Algebra I students passed the End of Course Exam this school year. One of our students scored 100 on both the English I and Algebra I exams. We had two students to be recognized as South Carolina Junior Scholars. USC Sumter also recognized J. Paul’s top 15 eighth grade students as Junior Scholars. We have six students who will be attending the South Carolina Governor’s School this summer. Twenty-four of our chorus students performed at the Carowind’s Chorus Festival and earned a score of “3” for their performance. Our students also raised over \$1,200 for Pennies for Patients. Our students have excelled in academics, arts, and community service.

Student academic achievement and character development continues to be the focus of J. Paul Truluck Middle School. In order to achieve our mission, we have continued to implement the Teacher Advancement Program. Our school is in its fourth year of implementation. Last school year, our student achievement earned a value added “4” out a possible “5” rating. This school year we created a data wall to track student growth and achievement. The data wall provides a visual picture of our student performance and allows teachers and staff to monitor our progression toward achieving our goal. We conducted quarterly awards programs to recognize students for outstanding academic and character performances. We have embedded staff development and student enrichment within our school schedule. We will continue to collaborate with our parents, community, and district staff to maintain a learning environment that is safe, healthy, and conducive for students to learn and staff to work.

David Laws Jr. & Katherine Tisdale
Principals

Chanda Singletary
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	85	43
Percent satisfied with learning environment	80.8%	63.5%	83.3%
Percent satisfied with social and physical environment	92.3%	63.5%	71.4%
Percent satisfied with school-home relations	72.0%	77.6%	86.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 18 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

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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	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	313	100	49.5	31.1	19.5	65.9	72.3	83.5	Yes	Yes
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Gender

Male	155	100	57.4	25.5	17	56	65.5	80.1	N/A	N/A
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Female	158	100	42.1	36.2	21.7	75	79.3	87	N/A	N/A
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Racial/Ethnic Group

White	101	100	27.8	34	38.1	81.4	85.6	89.6	Yes	Yes
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African American	205	100	60.3	29.6	10.1	57.7	66.1	74.6	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.3	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status

Disabled	63	100	72.2	14.8	13	38.9	44.1	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	276	100	54.7	29.5	15.9	62.4	70	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	313	99.7	45.7	39.2	15	66.9	70	80.4	Yes	Yes
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Gender

Male	155	99.4	56	34	9.9	56.7	63.1	78.4	N/A	N/A
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Female	158	100	36.2	44.1	19.7	76.3	77.1	82.5	N/A	N/A
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Racial/Ethnic Group

White	101	100	29.9	41.2	28.9	78.4	80.3	87.8	Yes	Yes
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African American	205	99.5	53.4	38.6	7.9	61.4	65.3	69.3	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.3	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status

Disabled	63	98.4	77.8	16.7	5.6	31.5	40.8	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.4	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	276	99.6	48.8	39.1	12	64	68.3	72.8	Yes	Yes
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* 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
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Science

All Students	213	100	42.9	42.9	14.1	57.1	46.6	67.3
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Gender

Male	108	100	45.4	39.2	15.5	54.6	43.8	66.9
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Female	105	100	40.6	46.5	12.9	59.4	49.6	67.7
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Racial/Ethnic Group

White	66	100	33.9	37.1	29	66.1	63.7	79.6
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African American	141	100	46.2	46.9	6.9	53.8	39.4	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	41	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	47	100	76.9	7.7	15.4	23.1	25.8	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.9	58.6
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Socio-Economic Status

Subsidized meals	188	100	45.7	40	14.3	54.3	43.2	55.4
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Social Studies

All Students	214	100	31.8	46	22.2	68.2	58.1	70.9
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Gender

Male	110	100	37.4	39.4	23.2	62.6	55	70.1
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Female	104	100	26.3	52.5	21.2	73.7	61.1	71.7
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Racial/Ethnic Group

White	64	100	14.3	49.2	36.5	85.7	73.4	79.2
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African American	147	100	39.4	45.5	15.2	60.6	51	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	60	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	46	100	60.5	26.3	13.2	39.5	35.5	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.7	68
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Socio-Economic Status

Subsidized meals	192	100	34.1	47.2	18.8	65.9	55.4	60.8
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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	311	97.8	44.6	43.6	11.8	55.4	55.3	72.1	94.4	96.1
Gender										
Male	153	96.7	52.9	40.6	6.5	47.1	44	65.2	94.4	96
Female	158	98.7	37.1	46.4	16.6	62.9	66.7	79.2	94.5	96.2
Racial/Ethnic Group										
White	101	97	25.3	53.7	21.1	74.7	70.5	80.8	93.6	94.5
African American	203	98	53.5	39.6	7	46.5	48.3	59.7	95	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.1	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	50.9	64.6	89.7	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	85.6
Disability Status										
Disabled	60	88.3	N/AV	N/AV	N/AV	12.5	17	27.7	93.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	90.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.9	63.7	95	96.6
Socio-Economic Status										
Subsidized meals	274	97.5	48.8	41.3	9.8	51.2	52.1	61.9	94.3	96.1

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
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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
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	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

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
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	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

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
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	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

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
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
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	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
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
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	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

Abbreviations for Missing Data

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