



A. R. Rucker Middle

422 Old Dixie Road
Lancaster, SC 29720

Grades	6-8 Middle School	
Enrollment	512 Students	
Principal	Phillip Mickles	803-416-8555
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

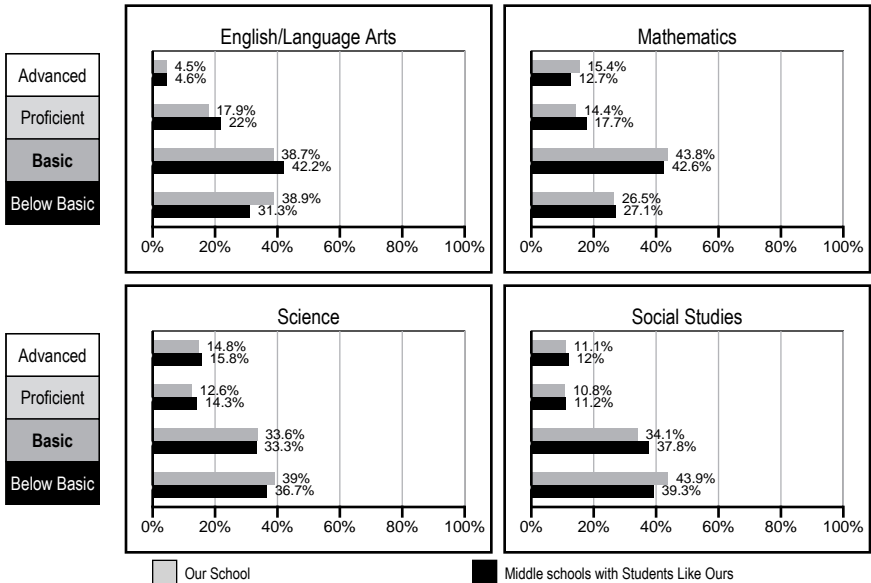
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	32	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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	
Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	95.7	97.2
English 1	0	95.5
Physical Science	0	76.9
All Subjects	95.7	96.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=512)				
Students enrolled in high school credit courses (grades 7 & 8)	18.1%	Down from 25.6%	19.0%	19.4%
Retention rate	0.6%	No Change	1.6%	1.8%
Attendance rate	94.8%	Down from 94.9%	95.8%	95.8%
Eligible for gifted and talented	12.7%	Down from 14.9%	16.8%	15.3%
With disabilities other than speech	15.6%	Up from 11.8%	14.3%	12.9%
Older than usual for grade	3.5%	Up from 2.1%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	50.0%	Down from 59.5%	53.3%	55.0%
Continuing contract teachers	61.9%	Down from 71.4%	73.7%	70.6%
Teachers with emergency or provisional certificates	6.1%	Down from 7.9%	5.4%	5.4%
Teachers returning from previous year	81.6%	Down from 84.8%	84.4%	83.4%
Teacher attendance rate	94.1%	Down from 94.2%	94.8%	94.9%
Average teacher salary	\$43,955	Down 2.1%	\$44,274	\$44,706
Professional development days/teacher	16.8 days	Up from 13.3 days	11.4 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 9.1 to 1	19.4 to 1	20.1 to 1
Prime instructional time	86.7%	Up from 86.6%	89.1%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Up from 78.0%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,572	Up 8.8%	\$6,988	\$7,097
Percent of expenditures for instruction*	70.6%	Down from 74.2%	64.8%	64.4%
Percent of expenditures for teacher salaries*	66.1%	Down from 69.5%	60.3%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Throughout the 2007-2008 school year, A.R. Rucker focused on continued school improvement. A highlight of the year was receiving the state Red Carpet award for the second consecutive time. Also, our continued implementation of the International Baccalaureate-Middle Years Programme helped us stay focused on student achievement.

As a school, we have worked to improve and offer more staff development for our teachers. We will start incorporating single-gender classes at the beginning of the 2008-2009 school year. Our instructional leadership team continues to focus on making instructional decisions that are aligned with the school's beliefs, vision, and mission. By increasing efforts to help our students develop more personal and social responsibility, we believe our students will also achieve more academically.

In addition, we continue to improve on three identified areas: 1) Learning-to-Learn Skills – we need to help students identify how they learn best; 2) Personal and Social Responsibility – we need to help our students develop more responsibility for their actions; and 3) Leadership for School Improvement – we need an administration team that works with the instructional leadership team to implement programs that improve student achievement.

Although there is still plenty of room for improvement and much work remains to be done, the positive trends in achievement for our students give us greater confidence and serve as a motivating factor to stay the course in our commitment to continuous improvement.

Phillip Mickles, Principal 2007-2008
Shewanda Lathan, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	145	75
Percent satisfied with learning environment	97.1%	77.2%	89.3%
Percent satisfied with social and physical environment	94.1%	83.8%	89.0%
Percent satisfied with school-home relations	79.4%	86.1%	83.8%

* 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 13 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

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. Sanction: Implement the restructuring plan.
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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	503	100	39	38.6	18	4.4	30.5	44.8	48.2	No	Yes
Gender											
Male	281	100	46.4	37	14.7	1.9	24.9	38	41.7	N/A	N/A
Female	222	100	29.5	40.6	22.2	7.7	37.7	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	215	100	25.5	39.7	26.5	8.3	46.6	51.1	60	Yes	Yes
African American	261	100	50.6	38.1	9.7	1.6	15.4	30.3	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	19	100	30.8	38.5	30.8	0	53.8	45.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	78	100	83.6	11	4.1	1.4	8.2	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	46.2	30.8	23.1	0	46.2	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	302	100	49.8	38.5	10.2	1.4	17.3	32.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	503	99.8	28.6	45.1	13.3	12.9	36	48.7	45.8	No	Yes
Gender											
Male	281	100	33.6	39.2	13.6	13.6	34.7	47.7	45.6	N/A	N/A
Female	222	99.6	22.2	52.7	13	12.1	37.7	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	215	100	15.2	41.2	18.6	25	56.4	57.1	59	Yes	Yes
African American	261	99.6	40.9	47	8.5	3.6	17.4	29.6	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	19	100	23.1	53.8	23.1	0	53.8	49.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	78	98.7	67.1	30.1	1.4	1.4	5.5	18.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	15.4	69.2	15.4	0	38.5	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	302	99.7	39.2	48.4	8.1	4.2	20.1	35.5	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	341	99.7	39.1	33.8	12.5	14.7	27.2	31.8	35.7	94.8	95.9
Gender											
Male	190	100	39.1	29.1	14.5	17.3	31.8	33.1	37.4	94.4	95.7
Female	151	99.3	39	39.7	9.9	11.3	21.3	30.3	33.8	95.4	96.1
Racial/Ethnic Group											
White	145	100	23.7	33.1	14.4	28.8	43.2	39	49.2	95.2	95.8
African American	176	99.4	51.8	34.3	10.8	3	13.9	15.7	17	94.5	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	98.3	96.9
Hispanic	14	100	33.3	33.3	22.2	11.1	33.3	31.2	24.9	93.4	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	95.8
Disability Status											
Disabled	52	98.1	75.5	18.4	4.1	2	6.1	9.1	14	89.5	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	55.6	11.1	22.2	11.1	33.3	27.5	24.4	94.5	95.9
Socio-Economic Status											
Subsided meals	200	99.5	47.6	34.8	11.8	5.9	17.6	19.6	21.1	93.7	95.2
Social Studies											
All Students	333	99.7	44.2	34.1	10.7	11	21.8	27.2	34	94.8	95.9
Gender											
Male	189	100	44.2	31.5	12.2	12.2	24.3	30.1	36.6	94.4	95.7
Female	144	99.3	44.1	37.5	8.8	9.6	18.4	24.1	31.3	95.4	96.1
Racial/Ethnic Group											
White	141	100	29.1	39.6	11.9	19.4	31.3	32.2	44.5	95.2	95.8
African American	176	99.4	57.1	30	8.2	4.7	12.9	16	19.1	94.5	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	98.3	96.9
Hispanic	11	100	37.5	12.5	37.5	12.5	50	31.5	27.5	93.4	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	95.8
Disability Status											
Disabled	52	98.1	75.5	18.4	2	4.1	6.1	10.2	14.4	89.5	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	94.5	95.9
Socio-Economic Status											
Subsided meals	208	99.5	56.9	29.4	7.6	6.1	13.7	17.3	21	93.7	95.2

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	173	100	37.9	41.6	17.4	3.1	20.5
	7	158	100	46.6	33.1	18.9	1.4	20.3
	8	187	99.5	35.4	44.6	16.6	3.4	20
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	100	35.9	35.2	22.5	6.3	28.9
	7	171	100	40.6	43.6	15.2	0.6	15.8
	8	181	100	40	36.4	17	6.7	23.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	173	100	24.2	43.5	18	14.3	32.3
	7	158	100	32.4	41.9	12.8	12.8	25.7
	8	187	99.5	26.9	52	13.1	8	21.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	151	100	31	33.8	17.6	17.6	35.2
	7	171	99.4	26.7	49.1	10.3	13.9	24.2
	8	181	100	28.5	50.9	12.7	7.9	20.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	83	98.8	55.8	24.7	7.8	11.7	19.5
	7	158	99.4	42.6	27.7	14.9	14.9	29.7
	8	96	99	34.1	37.5	14.8	13.6	28.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	77	100	41.1	26	15.1	17.8	32.9
	7	171	99.4	40.6	38.8	9.7	10.9	20.6
	8	93	100	34.1	30.5	15.9	19.5	35.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	90	100	42.2	43.4	8.4	6	14.5
	7	158	99.4	58.1	24.3	9.5	8.1	17.6
	8	91	98.9	32.6	47.7	15.1	4.7	19.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	74	100	36.2	24.6	20.3	18.8	39.1
	7	171	99.4	53.9	30.3	5.5	10.3	15.8
	8	88	100	31.3	49.4	13.3	6	19.3

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