

A. R. Rucker Middle

422 Old Dixie Road
Lancaster, SC 29720

Grades	6-8 Middle School	
Enrollment	513 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	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 2008-09 whose 2007-08 test scores were located

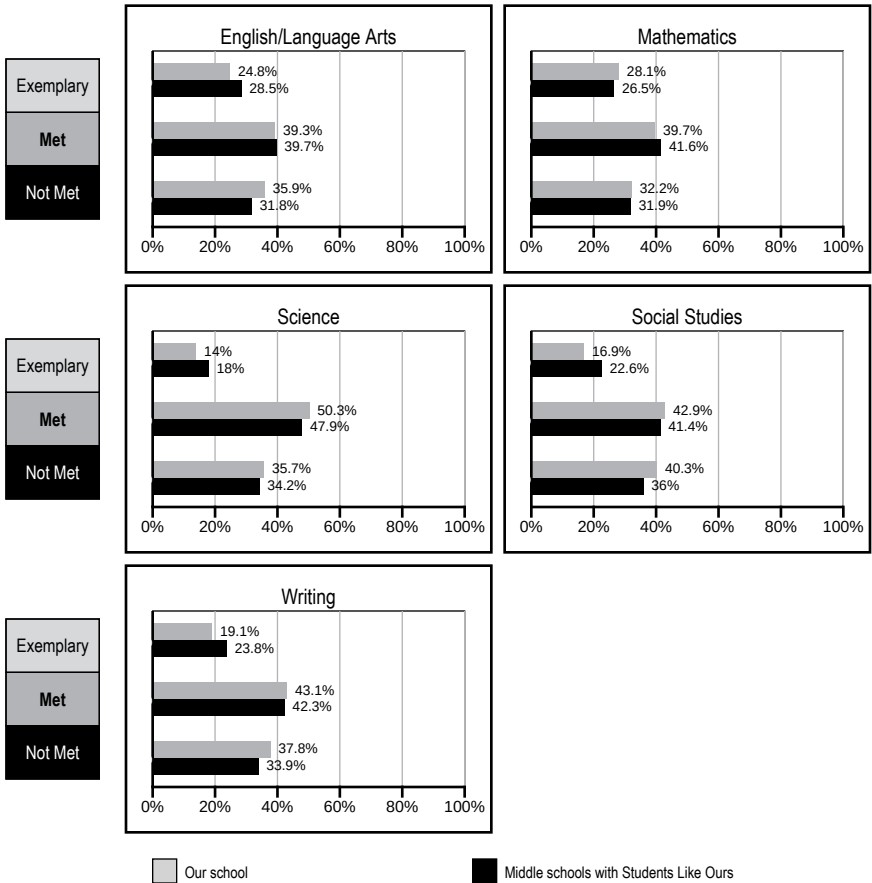
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	0

* 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	93.8%	97.5%
English 1	N/A	97.2%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	93.8%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=513)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Up from 18.1%	19.8%	21.6%
Retention rate	0.2%	Down from 0.6%	1.5%	1.2%
Attendance rate	95.6%	Up from 94.8%	95.7%	95.9%
Eligible for gifted and talented	15.9%	Up from 12.7%	15.8%	14.8%
With disabilities other than speech	13.6%	Down from 15.6%	13.7%	12.6%
Older than usual for grade	1.2%	Down from 3.5%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	43.6%	Down from 50.0%	55.4%	56.9%
Continuing contract teachers	66.7%	Up from 61.9%	76.3%	72.7%
Teachers with emergency or provisional certificates	6.1%	No Change	4.1%	5.3%
Teachers returning from previous year	81.1%	Down from 81.6%	84.1%	82.9%
Teacher attendance rate	95.1%	Up from 94.1%	95.3%	95.2%
Average teacher salary*	\$47,509	Up 8.1%	\$46,107	\$46,599
Professional development days/teacher	11.1 days	Down from 16.8 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.5 to 1	20.6 to 1	20.1 to 1
Prime instructional time	87.7%	Up from 86.7%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	54.0%	Down from 83.8%	97.9%	97.8%
Character development program	At-Risk	Down from Good	Good	Good
Dollars spent per pupil**	\$8,487	Up 12.1%	\$7,400	\$7,645
Percent of expenditures for instruction**	64.6%	Down from 70.6%	64.6%	63.4%
Percent of expenditures for teacher salaries**	60.0%	Down from 66.1%	59.9%	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

Throughout the 2008-2009 school year, Aaron Riley Rucker Middle School focused on continued school improvement. We had many highlights during this school term. We received our accreditation as an International Baccalaureate-Middle Years Programme, which continues to drive our instruction. More importantly, students discover how their unique talents, when developed, become pipelines for possible future careers. Teachers, administrators, counselors, and nurses all worked together to create an environment that lead to success. We focused on making instructional decisions that are aligned with the school's beliefs, vision, and mission. Middle School students are perhaps the most difficult to teach. During these three years, socialization is a top priority for many students. As a school, we have worked to improve and offer good habits that will follow them throughout life. We focused on implementing differentiating instruction for all of our students. The successful addition of our single-gender classes brought about a better school environment. We concentrated on learning activities designed to address multiple learning styles and achievement or developmental levels. Both informal and formal diagnostic procedures provide data about the students' preferences. 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 critical areas: 1) Technology — we improved middle school education for our students with diverse learning abilities by putting a SMART Board in every classroom; 2) Literacy – we are continuing to promote literacy and writing through our Rams Uniting Monthly Building Literacy Experiences (R.U.M.B.L.E.); and 3) Leadership for School Improvement – we need an administration team that works with all stakeholders 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; Brenda Thompson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	147	62
Percent satisfied with learning environment	96.2%	75.3%	83.1%
Percent satisfied with social and physical environment	96.2%	74.5%	81.7%
Percent satisfied with school-home relations	84.6%	85.7%	78.3%

* 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

School Adequate Yearly Progress

NO

This school met 19 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. 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	507	100	36	39.4	24.6	73.7	80.8	82.8	Yes	Yes
Gender										
Male	275	100	40	36.2	23.8	68.1	75.9	79.3	N/A	N/A
Female	232	100	31.2	43.3	25.6	80.5	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	220	100	23.9	39.5	36.6	82.4	85	89.5	Yes	Yes
African American	259	100	46.1	40.4	13.5	66.5	71.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	22	100	36.8	31.6	31.6	73.7	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	69	100	75.8	21	3.2	38.7	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	50	18.8	31.3	62.5	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	305	100	47.2	37.2	15.6	65.2	72.6	75.5	Yes	Yes

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

All Students	507	100	34.9	41.7	23.4	75.8	79.8	78.9	Yes	Yes
Gender										
Male	275	100	36.5	40	23.5	70.8	76.6	77	N/A	N/A
Female	232	100	33	43.7	23.3	81.9	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	220	100	22	41.5	36.6	86.3	85.6	87.2	Yes	Yes
African American	259	100	46.1	42	11.8	66.1	66.7	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	22	100	26.3	47.4	26.3	78.9	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	69	100	72.6	25.8	1.6	40.3	44	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	37.5	50	12.5	81.3	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	305	100	43.6	44.3	12.1	67.7	71.2	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	336	100	36.2	50	13.8	63.8	64.3	67.5
Gender								
Male	184	100	36.4	49.7	13.9	63.6	64.5	67
Female	152	100	36	50.4	13.7	64	64.2	68
Racial/Ethnic Group								
White	149	100	21.3	55.1	23.5	78.7	71.1	79.5
African American	165	100	49.4	44.9	5.8	50.6	48.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	17	100	40	53.3	6.7	60	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	50	100	75.6	22.2	2.2	24.4	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	50	60	59.6
Socio-Economic Status								
Subsided meals	198	100	51.1	42.9	6	48.9	51.5	55.1

Social Studies

All Students	334	100	40.5	42.8	16.7	59.5	68.8	72.3
Gender								
Male	181	100	43.8	36.7	19.5	56.2	67.2	71.5
Female	153	100	36.6	50	13.4	63.4	70.5	73.2
Racial/Ethnic Group								
White	150	100	30.4	40.6	29	69.6	73.7	80.7
African American	169	100	50.9	42.8	6.3	49.1	58.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	44	100	75	20	5	25	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	201	100	47.8	43.5	8.6	52.2	59.6	62.1

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	506	99	37.8	43.1	19.1	62.2	67.7	70.2	95.6	96
Gender										
Male	278	98.6	42.5	40.2	17.2	57.5	59.6	63.2	95.4	95.8
Female	228	99.6	32.1	46.5	21.4	67.9	76.4	77.5	96	96.1
Racial/Ethnic Group										
White	216	99.1	27.5	43.6	28.9	72.5	73.2	79.1	95.7	95.7
African American	264	98.9	45.7	42.9	11.3	54.3	55.2	57.6	95.6	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	71.8	86.2	98.8	97.7
Hispanic	20	100	42.1	42.1	15.8	57.9	63.8	62.6	94.7	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	69	94.2	78.3	18.3	3.3	21.7	21.7	26.1	93.9	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	62.5	31.3	6.3	37.5	55.9	61.2	95.2	96.5
Socio-Economic Status										
Subsidized meals	306	98.7	47.3	41.7	11	52.7	56.9	58.9	94.6	95.3

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
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	169	100	27.9	43.6	28.5	72.1
	7	163	100	44.2	33.3	22.4	55.8
	8	175	100	36.8	40.5	22.7	63.2
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	169	100	30.9	44.2	24.8	69.1
	7	163	100	41.5	36.1	22.4	58.5
	8	175	100	33.1	44.2	22.7	66.9
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	86	100	28.6	58.3	13.1	71.4
	7	163	100	36.1	49.7	14.3	63.9
	8	87	100	44.4	42	13.6	55.6
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	83	100	23.2	62.2	14.6	76.8
	7	163	100	51.7	34	14.3	48.3
	8	88	100	37.8	39	23.2	62.2
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	170	99.4	37	46.1	17	63
	7	161	98.8	44.6	33.8	21.6	55.4
	8	175	98.9	32.5	48.5	19	67.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample