



SC Annual School Report Card Summary

A. R. Rucker Middle
Lancaster County
Grades: 6-8 Enrollment: 513
Principal: Phillip Mickles
Superintendent: Richard E. Moore
Board Chair: Charlene McGriff

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Not Met	N/A
2008	Below Average	Below Average	N/A	N/A	Not Met	N/A
2007	Below Average	At-Risk	N/A	N/A	Not Met	N/A

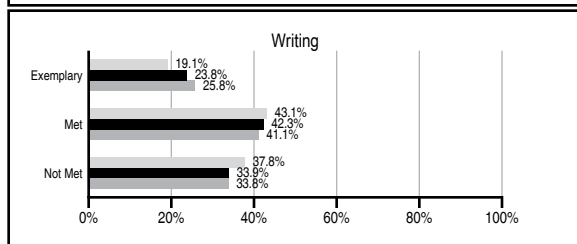
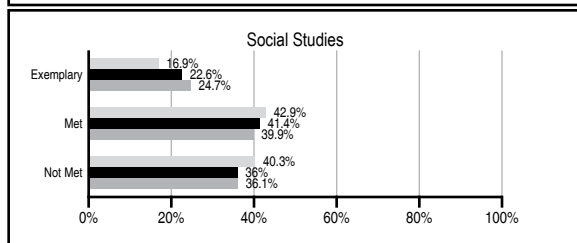
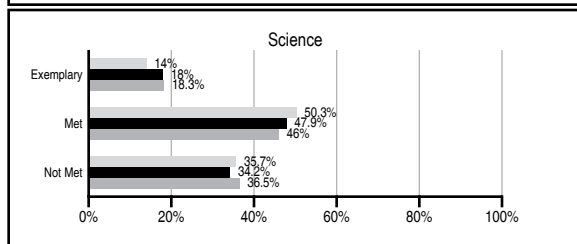
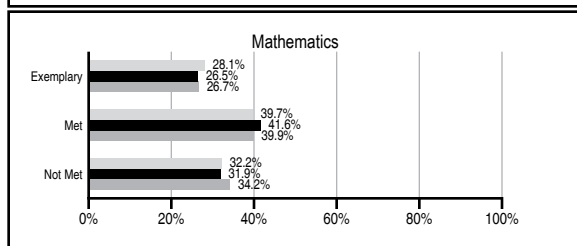
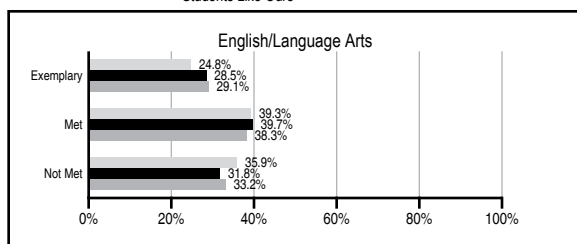
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	3	45	4	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING - GRADE 8 (2007)

South Carolina	31	44	23	2
Nation	27	43	27	2
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

MATH - GRADE 8 (2007)

South Carolina	29	39	24	7
Nation	30	39	24	7
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

SCIENCE - GRADE 8 (2005)

South Carolina	46	31	21	2
Nation	43	30	24	3
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

END OF COURSE TESTS - 2009

% of students scoring 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

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

A. R. Rucker Middle [Lancaster County]

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
Classes not taught by highly qualified teachers	0.0%	No Change	0.7%	2.4%
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%
% of AYP objectives met	90.5%	Up from 61.9%	90.5%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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