

# A.R. RUCKER MIDDLE SCHOOL

Built in 2002



## TEACHING STAFF

Student/Teacher Ratio: **19.6:1**  
Advanced Degrees: **66.7%**  
National Board Certified: **2**  
Attendance Rate: **95.8%**



## SPECIAL POPULATIONS

English Language Learners: **13.9%**  
Free/Reduced Lunch: **70.9%**  
Disabled Learners: **17.7%**  
Gifted and Talented: **10.9%**



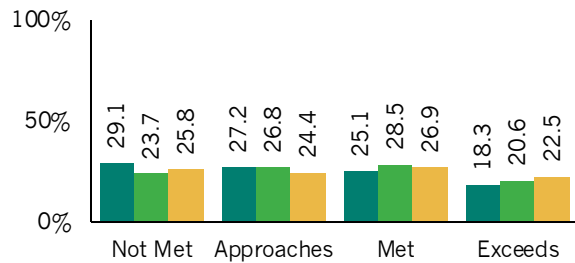
## DEMOGRAPHICS

White: **29.8%**; African-American: **54.0%**;  
Hispanic: **13.2%**; Multi-Ethnic: **2.3%**;  
Asian: **0.7%**; Indian/Alaskan Native: **0.0%**

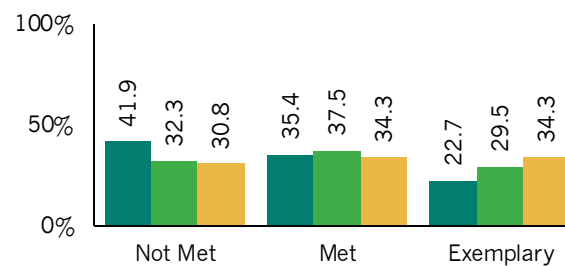
## SOUTH CAROLINA PALMETTO ASSESSMENT OF STATE STANDARDS (2018)

■ A.R. Rucker Middle School ■ District\* ■ State\*

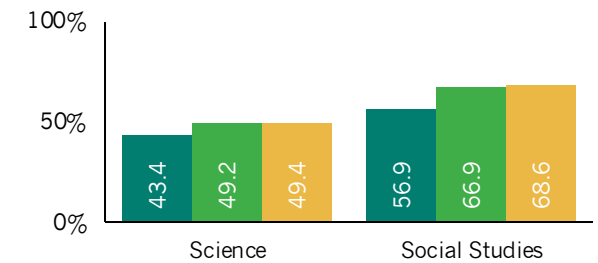
Science



Social Studies

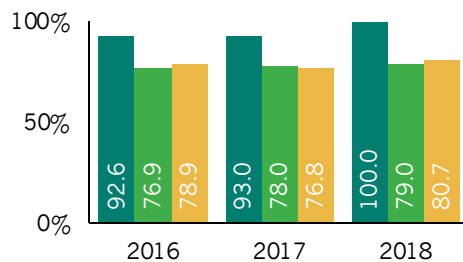


% Met or Exceeds – Both Subjects

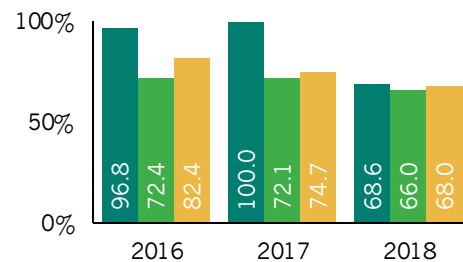


## END-OF-COURSE (EOC) TESTS (% passing)

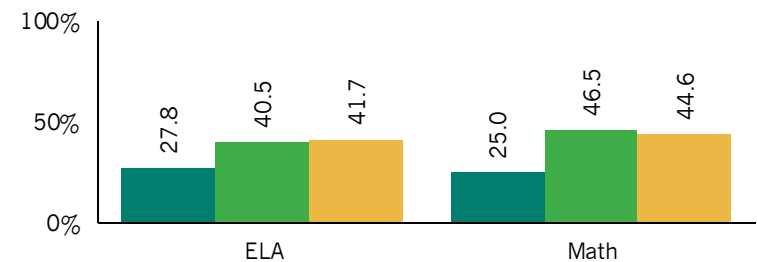
English 1



Algebra 1



## SC READY (2018) (% met or exceeds)



\*District- and state-level scores are for all grades.

# A.R. RUCKER MIDDLE SCHOOL (1)

Our school is helping all students develop the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing opportunities for the students to develop and refine the world-class skills necessary for a productive future. Aaron Riley Rucker Middle School supports our students and the school through focus themes, academic programs and competitions, parent and community involvement, character education, athletic teams and events, and fine arts and enrichment initiatives.

Throughout the 2017-18 school year, A. R. Rucker Middle School focused on the theme, "Being the Change." We as a faculty had to be willing to change in order to change the culture of our school. This change began first from within each of us through self-reflection. Educators had to be willing to step outside their comfort zone to experience true change. This was evident as teachers completed their second full year of teaching students using Chromebooks, implemented a literacy focus by discipline, and worked diligently learning innovative strategies in Google sessions to incorporate in their lessons. In education, being willing to make changes to effort, care, and attention given makes a positive impact on success. A. R. Rucker Middle focused on being the change to promote student success in thinking critically, using communication effectively, employing technology as a tool for learning, working collaboratively, and self-reflecting. Faculty and staff members modeled the change they wanted to see in an effort to assist students in understanding and strengthening their personal characteristics of integrity, self-direction, global perspective, perseverance, and positive work ethics.

In an effort to be the change our school wanted to see, students, parents, community members, faculty, and staff worked collaboratively to provide input and to share in learning experiences, including our one-to-one program and literacy focus. All students were assigned Chromebooks and were able to use the technology in all classes on a daily basis. In addition to student training for use of Chromebooks, a team of faculty members invited and trained parents about Chromebooks. Administrators and teachers also planned literacy lessons to cover different strategies to enhance student learning. These lessons were covered daily in a 30 minute literacy block. This also afforded us the time to do school-wide reads. Two school-wide writing days were also incorporated into our schedule in an effort to familiarize students with using text dependent analysis across disciplines. Administrators worked to change the atmosphere and build collaboration and effective communication by inviting parents and community members to monthly School Improvement Council (SIC) meetings to learn about the school policies and procedures, to ask questions for clarification, and to provide input into decisions about our school. Parents were also invited to come in throughout the year to give constructive feedback and voice concerns that were aimed at improving the culture of the school.

The one-to-one program provided students an opportunity to not only learn to effectively use the tools of technology but to strengthen their skills of communication both face-to-face and virtually. As students worked through the process of learning to use the technology, they worked collaboratively with their teacher and peers using positive work ethics, self-direction, and perseverance to achieve the academic goals set for the assignments posted online. As students persevered through the process, they found ways to make learning meaningful. Students used metacognition and self-reflection to determine their own personal learning processes.

Continuation of our Making Middle Grades Work Program helped our students prepare for high school courses and career and college readiness after high school. Through project-based learning and extended performance tasks, students demonstrated knowledge and understanding of grade-level appropriate standards and skills. Students in Grade 6 were involved in a project to learn about global cultures. Students in all grade levels worked diligently with assistance from both the classroom teacher and media specialist to complete both project-based learning and extended performance tasks.

## A.R. RUCKER MIDDLE SCHOOL (2)

Project-based learning and performance tasks extended beyond the classroom into extracurricular activities. Both the Robotics Team and the Academic Challenge Team represented our school with positive recognition. Our Academic Challenge Team had a team for Grades 6, 7, and 8. All students on the teams learned to use critical and creative thinking skills and work cooperatively as team members.

A.R. Rucker athletic teams celebrated success during the 2017-18 school year. Our volleyball, basketball and football teams were winners on the court and on the field. The athletes served as role models in the classroom and demonstrated the positive character traits that are critical to being well-rounded and successful students. The coaches and students worked collaboratively to ensure that all team members were accountable for maintaining the utmost integrity and positive work ethics.

Through the fine arts and enrichment programs, all students were given an opportunity to use their creative abilities to display unique perspectives. Students submitted personal artistic creations for district-level competitions and were recognized with top awards for their submissions. The band and chorus students performed for school functions and competed during the Carowinds Music Festival. Students in the STEM class used the Engineering Design Process to create working models of real-life objects.

Positive trends in achievement, arts and enrichment, and athletics for our students give us confidence and serve as a motivating factor in our commitment to continuous improvement. Our goal is to connect school, home, and community. The theme for the 2018-19 school year is "Whatever It Takes for Student Success." This theme ensures that our administrators, teachers, faculty, and staff are helping support A. R. Rucker's Mission Statement to prepare students to become productive, global citizens and life-long learners by providing a quality education. We are continuing to implement a focus on literacy in all content areas. The teachers will continue to concentrate on learning activities designed to address multiple learning styles and will continue to implement ways to integrate technology through the use of Google Apps for Education. The teachers will plan for activities and instruction to address varied developmental and achievement levels as they incorporate new ideas and processes into existing procedures. Our students need and deserve opportunities to discover their unique talents and to develop those talents into successful and effective careers. A. R. Rucker Middle School is providing those opportunities as we celebrate "Whatever It Takes for Student Success!"