



Richland One Middle College

316 S. Bellline Blvd.
Columbia, South Carolina

Grades	11-12 High School	
Enrollment	90 Students	
Principal	Audrey L. Breland	803-738-7114
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	8	15	4	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	0	74.1	74.6	76.0
Passed 1 subtest (%)	0	0	0	12.1	14.9	12.8
Passed no subtests (%)	0	0	0	13.8	11.3	11.2

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	100.0%	92.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	39	192
Number of Diplomas	29	144
Rate	74.4%	76.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	66.3
English 1	100.0	56.5
Physical Science	0	43.8
All Tests	50.0	54.9

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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 Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=90)				
Retention rate	2.3%	Down from 3.3%	6.3%	6.1%
Attendance rate	94.1%	Down from 99.4%	94.3%	95.0%
Eligible for gifted and talented	0.0%	N/A	8.4%	8.3%
With disabilities other than speech	0.0%	Down from 4.3%	14.3%	13.0%
Older than usual for grade	13.3%	Up from 2.1%	10.4%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	1.6%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	9.4%	11.4%
Successful on AP/IB exams	N/A	N/A	37.6%	54.3%
Eligible for LIFE Scholarship	27.9%	Down from 30.0%	30.0%	30.5%
Annual dropout rate	0.0%	Down from 0.9%	4.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.2%	3.1%
Enrollment in career/technology courses	17	Down from 34	521	559
Students participating in work-based experiences	0.0%	Down from 92.4%	12.8%	10.6%
Career/technology students attaining technical skills	82.4%	Down from 94.1%	79.7%	79.6%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=7)				
Teachers with advanced degrees	80.0%	Up from 77.8%	55.9%	57.4%
Continuing contract teachers	20.0%	Down from 55.6%	69.0%	69.6%
Teachers with emergency or provisional certificates	33.3%	Up from 14.3%	11.1%	8.7%
Teachers returning from previous year	58.3%	N/A	85.1%	85.0%
Teacher attendance rate	95.6%	Up from 90.5%	94.9%	95.4%
Average teacher salary	N/A	N/A	\$46,285	\$46,061
Professional development days/teacher	15.0 days	Down from 16.1 days	11.4 days	11.4 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 11.9 to 1	25.8 to 1	25.4 to 1
Prime instructional time	90.0%	Up from 88.9%	88.0%	89.1%
Dollars spent per pupil*	\$10,303	Up 1.4%	\$7,383	\$7,279
Percent of expenditures for teacher salaries*	64.5%	Up from 51.0%	56.6%	55.3%
Percent of expenditures for instruction*	70.5%	Up from 55.5%	61.6%	60.8%
Opportunities in the arts	Poor	No Change	Excellent	Excellent
Parents attending conferences	100.0%	No Change	94.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	3	100.0%	2	50.0%	39	74.4%	N/A
Gender							
Male	N/A	N/A	N/A	N/A	13	61.5%	N/A
Female	N/A	N/A	N/A	N/A	26	80.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	38	76.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	10	60.0%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

The Richland One Middle College (ROMC) at Midlands Technical College (MTC) is a public school of choice for eleventh and twelfth graders. ROMC is a unique educational model for South Carolina charter schools as well as other public schools because its creation marked the first time that a local district and a community college in SC have cooperatively formed a planning committee and jointly committed their support and worked collaboratively to foster the growth of a middle college.

Prior to the inception of the middle college, only one option existed to serve students in Richland District One outside a traditional high school setting. Therefore, a significant number of students were not being reached. ROMC, a school of choice, helps address this factor by offering: an integrated project-based curriculum that uses current technology and a variety of focused instructional strategies linked to the Middle College concept to meet or exceed statewide standards; a comprehensive system of guidance and career development using research based practices and techniques appropriate for each student; and character education, leadership development, and the generic skill set demanded by employers as critical success factors to prepare for successful transition to post-secondary lifelong learning.

ROMC was decorated with the 2007 Innovator of the Year Award for workforce development by the Southern Growth Policies Board, awarded the South Carolina State Department of Education’s 2008 Charter School Dissemination as well as the City of Columbia’s Empowerment Zone Grants. Additionally, ROMC achieved its 3 annual goals: enrollment of 150 students plus a waiting list for next year, \$150K raised in our first capital campaign, and 150 business and community partners.

Other exemplary features of the 2007-2008 school year include Individual Graduation Plan (IGP) Teams assigned to work with each student until graduation; development and public presentation of student projects and portfolios at our first annual Fall Expo and the fourth annual Academic and Career Excellence Banquet and Exhibition; Senior Capstone Projects; “Technical Scholar” year-round paid internships and career mentorships; “Early Start” dual enrollment program at MTC; 90 annual hours of mandatory community service learning per student and 4 school-wide days of service; 27 student success seminars; 9 “cluster-based” workplace field studies; 6 college tours; 3 school-wide days of job shadowing; a rigorous A, B, C, I, NC grading scale; extensive systems of Extra Help/Extra Time to support academic achievement – extended core class times, Early Bird seminars, exam cram study sessions, and 2 special weeks in the fall and spring devoted to Extra Help/Extra Time; a highly acclaimed Advisor/Advisee program; and weekly Corporate Image Days.

Audrey L. Breland, M. Ed., Dean

Regina Brown of Palmetto Health
ROMC Foundation/SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	0	2
Percent satisfied with learning environment	83.3%	FORMS	I/S
Percent satisfied with social and physical environment	100.0%	LOST IN	I/S
Percent satisfied with school-home relations	66.7%	SHIPMENT	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

This school met 0 out of 0 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.

District Improvement Status

N/A

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 Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No

Abbreviations for Missing Data

HSAP 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 = 52.3% (Proficient and Advanced)

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	N/A										

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	N/A										

Physical Science (End-of-Course Performance by Group)

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	N/A										

* Adj - Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	N/A								
	2008	N/A								

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	N/A								
	2008	N/A								

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