



## RAWLINSON ROAD MIDDLE

2631 W. Main Street  
Rock Hill, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	704 Students	
<b>Principal</b>	Jean R. Dickson	803-981-1500
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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

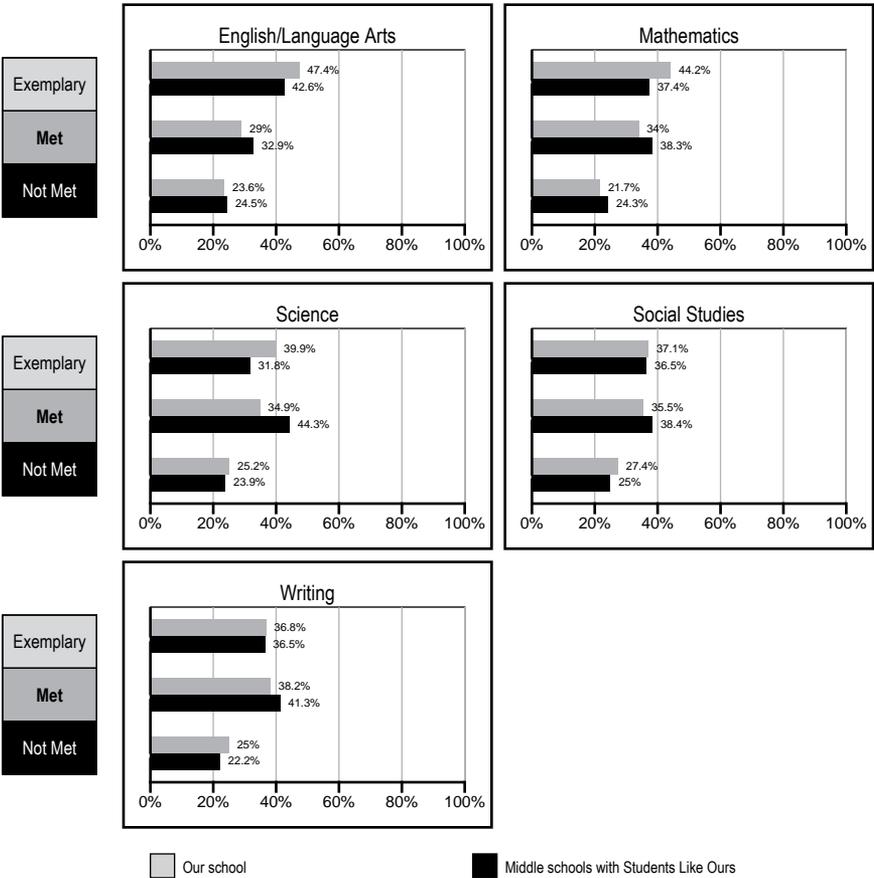
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	16	14	0	0

\* Ratings are calculated with data available by 03/09/2011.

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	100.0%	98.7%
English 1	93.5%	98.5%
Physical Science	N/A	57.9%
US History and the Constitution	N/A	100.0%
All Subjects	96.8%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=704)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	34.1%	Down from 38.8%	32.6%	24.2%
Retention rate	0.7%	No Change	0.5%	0.7%
Attendance rate	96.8%	Down from 96.9%	96.3%	95.9%
Eligible for gifted and talented	26.8%	Up from 20.6%	24.3%	16.4%
With disabilities other than speech	16.5%	Up from 16.2%	11.1%	12.0%
Older than usual for grade	1.3%	Down from 1.4%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.8%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	58.5%	Up from 56.4%	60.0%	58.5%
Continuing contract teachers	77.4%	Down from 78.2%	82.4%	80.0%
Teachers with emergency or provisional certificates	5.9%	Up from 5.7%	3.9%	4.0%
Teachers returning from previous year	90.4%	Up from 86.9%	87.4%	84.6%
Teacher attendance rate	96.4%	Up from 92.9%	95.7%	95.4%
Average teacher salary*	\$50,197	Up 1.5%	\$47,418	\$46,561
Professional development days/teacher	7.5 days	Down from 8.6 days	10.3 days	10.2 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Up from 11.5 to 1	21.5 to 1	21.1 to 1
Prime instructional time	92.6%	Up from 88.7%	91.2%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.2%	Down from 93.3%	96.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,711	Up 32.5%	\$7,150	\$7,802
Percent of expenditures for instruction**	63.6%	Down from 67.7%	65.6%	63.8%
Percent of expenditures for teacher salaries**	61.5%	Down from 65.1%	62.7%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* 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

## Report of Principal and School Improvement Council

Rawlinson Road Middle School (RRMS) continues to be committed to ensuring the development of the unique potential of each student. Our goal is to develop our students as lifelong learners through a comprehensive and challenging education program that embraces engaging, meaningful practices. Our team structure of the core academics creates small learning communities for our students. Our exceptional fine arts and athletic programs continue to provide opportunities for our students to showcase their intelligence and skills in all areas.

Our school continues to address our achievement gap goals developed through our participation in the Making Middle Grades Work initiative and our School Improvement Plans. Our faculty is involved in continuous professional development to ensure that our students are engaged in their instruction. This year, teachers created common assessments, using the data results to drive classroom instruction. Collaborative planning for instruction both at the team level and grade level continuously takes place to maximize student learning. This year, we improved upon our enrichment period in our day, in which our students receive academic support based upon MAP testing results, allowing us to identify and address the academic needs of our students. During that time, we also are challenging our identified Gifted and Talented population with engaging activities geared toward students' areas of strengths.

Response to Intervention strategies at RRMS include use of Compass Learning, a re-teach and re-take policy, Lunch and Learn, and the use of Incompletes for performance at less than the mastery level. We started a Homework Club after school that allows students to work on homework assignments with the aid of a certified teacher two days a week. In addition, we added several mentoring programs in our seventh grade to help students over the most difficult times. Teachers continue to train on technology to enrich our instructional program. RRMS improved on its 2009 Annual School Report Card by moving our Absolute Rating from Average to Good and our Growth Rating from Below Average to Average.

The conversion of a classroom into a science laboratory was completed this year, and our science teachers are excited about its availability to our students to perform science labs.

RRMS students, staff, and community participated in service learning and charity projects this year. Our school raised over \$9,000 for Pennies for Patients, ranking second in the state. We also participated in our district's Back the Pack food drive, Christmas charities, and Special Olympics, to name a few. Our SIC and PTO continue to support our efforts at RRMS through volunteer hours and fundraising, ensuring that our school meets the needs of our students, teachers, and community.

Jean Dickson, Principal  
Lisa Schroeder, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	206	105
Percent satisfied with learning environment	96.0%	73.3%	92.3%
Percent satisfied with social and physical environment	98.0%	84.5%	93.1%
Percent satisfied with school-home relations	94.0%	85.2%	83.3%

\* 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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	705	97.2	22.9	29.6	47.5	85.4	85	83.5	Yes	Yes
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**Gender**

Male	370	97	26.1	29.6	44.3	81.3	81.2	80.1	N/A	N/A
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Female	335	97.3	19.1	29.6	51.3	90.1	88.9	87	N/A	N/A
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**Racial/Ethnic Group**

White	371	99.2	9.2	23	67.8	93.8	91.6	89.6	Yes	Yes
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African American	302	95	42.4	36.4	21.2	72.9	75.8	74.6	Yes	Yes
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Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
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Hispanic	19	89.5	N/A	N/A	N/A	100	78.1	79.6	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
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**Disability Status**

Disabled	118	87.3	56.3	28.1	15.6	61.5	55.3	51.7	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	323	94.7	39.8	38.7	21.5	74.3	77.5	76.9	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	705	97.2	23	38	39	84.8	83.7	80.4	Yes	Yes
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**Gender**

Male	370	97	25.3	40.5	34.2	82.8	81.2	78.4	N/A	N/A
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Female	335	97.3	20.4	35.2	44.4	87.2	86.3	82.5	N/A	N/A
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**Racial/Ethnic Group**

White	371	99.2	9.5	33.9	56.6	93.8	90.7	87.8	Yes	Yes
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African American	302	95	41.6	43.9	14.5	71.7	73.3	69.3	Yes	Yes
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Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
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Hispanic	19	89.5	13.3	40	46.7	93.3	80.3	78.3	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
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**Disability Status**

Disabled	118	87.3	68.8	24	7.3	51	51.1	46.1	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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**English Proficiency**

Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	323	94.7	40.1	44	15.8	72.9	75.3	72.8	Yes	Yes
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\* 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
<b>Science</b>								
All Students	446	99.8	21.7	36.6	41.7	78.3	70.3	67.3
<b>Gender</b>								
Male	223	99.6	22.3	33	44.7	77.7	69.8	66.9
Female	223	100	21.1	40.2	38.8	78.9	70.9	67.7
<b>Racial/Ethnic Group</b>								
White	227	100	6.3	30.3	63.3	93.7	83.7	79.6
African American	198	99.5	42.4	41.3	16.3	57.6	50.7	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	14	100	N/A	N/A	N/A	100	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
<b>Disability Status</b>								
Disabled	58	98.3	58.2	32.7	9.1	41.8	38.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	199	100	40.5	43.8	15.7	59.5	56.4	55.4
<b>Social Studies</b>								
All Students	445	100	24.1	37.1	38.8	75.9	74.3	70.9
<b>Gender</b>								
Male	246	100	26.4	33.5	40.2	73.6	73	70.1
Female	199	100	21.2	41.8	37	78.8	75.6	71.7
<b>Racial/Ethnic Group</b>								
White	255	100	10.5	33.9	55.6	89.5	82.9	79.2
African American	170	100	44.3	40.5	15.2	55.7	61.2	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
<b>Disability Status</b>								
Disabled	71	100	60	23.1	16.9	40	43.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	73.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	189	100	44.3	40.3	15.3	55.7	63.4	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	708	99.6	24.4	38.6	37	75.6	73.5	72.1	96.8	96.5
<b>Gender</b>										
Male	375	99.5	28.3	40.6	31.1	71.7	66.5	65.2	96.5	96.4
Female	333	99.7	19.8	36.4	43.8	80.2	80.7	79.2	97.1	96.6
<b>Racial/Ethnic Group</b>										
White	371	100	9.7	36.9	53.3	90.3	83.5	80.8	97.2	96.4
African American	305	99	43.5	39.3	17.2	56.5	59.2	59.7	96.2	96.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	92.1	87	97.2	97.5
Hispanic	19	100	23.5	41.2	35.3	76.5	64.3	64.6	96.1	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	73.4	95	94.9
<b>Disability Status</b>										
Disabled	118	98.3	64.8	31.5	3.7	35.2	32.4	27.7	95.3	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	18.2	72.7	9.1	81.8	60.1	63.7	96.4	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	323	99.4	40.9	43.5	15.6	59.1	61.6	61.9	95.6	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	224	100	22.5	28.6	48.8	77.5
	7	234	100	24.5	34.3	41.2	75.5
	8	300	99.7	21.5	41	37.5	78.5
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	245	100	22.1	36.6	41.3	77.9
	7	226	91.2	16.8	29.1	54.1	83.2
	8	234	100	29	22.6	48.4	71
<b>Mathematics</b>							
<b>2009</b>	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	224	100	23	36.2	40.8	77
	7	234	100	22.7	37	40.3	77.3
	8	300	99.7	30.6	43.8	25.7	69.4
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	245	100	20.9	43.8	35.3	79.1
	7	226	91.2	19.4	31.6	49	80.6
	8	234	100	28.5	37.6	33.9	71.5
<b>Science</b>							
<b>2009</b>	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	111	99.1	26.2	54.2	19.6	73.8
	7	234	100	15.7	42.6	41.7	84.3
	8	150	98	20.9	41.7	37.4	79.1
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	124	99.2	34.7	44.1	21.2	65.3
	7	206	100	11.7	34.2	54.1	88.3
	8	116	100	25.5	32.7	41.8	74.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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	113	100	20.8	49.1	30.2	79.2
	7	234	100	30.6	28.2	41.2	69.4
	8	149	100	23.3	42.5	34.2	76.7
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	121	100	21.6	52.6	25.9	78.4
	7	206	100	25.5	32.1	42.3	74.5
	8	118	100	24.3	29.7	45.9	75.7
<b>Writing</b>							
<b>2009</b>	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	224	99.1	28.5	39.3	32.2	71.5
	7	233	99.6	18.3	39.9	41.7	81.7
	8	302	98.3	23.8	42.1	34.1	76.2
<b>2010</b>	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	246	99.6	25.5	41.3	33.2	74.5
	7	227	100	26.1	38.5	35.3	73.9
	8	235	99.2	21.4	35.9	42.7	78.6

Abbreviations for Missing Data

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