



RICHLAND 1 CHARTER MIDDLE COLLEGE

316 S. Beltline Blvd.
Columbia, South Carolina

Grades	11-12 High School	
Enrollment	138 Students	
Principal	Audrey L. Breland	803-738-7114
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	3	19	0	1

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	N/A	100.0%	N/A	73.5%	76.1%	69.6%
Passed 1 subtest (%)	N/A	N/A	N/A	14.0%	12.7%	17.8%
Passed no subtests (%)	N/A	N/A	N/A	12.6%	12.4%	12.6%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	N/A	88.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	81	89	240	180
Number of Graduates in Cohort	70	76	169	131
Rate	86.4%	85.4%	71.5%	72.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	82	N/A	204
Number of Graduates in Cohort	N/A	71	N/A	140
Rate	N/A	86.6%	N/A	72.4%

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	.	72.9%
English 1	.	56.7%
Biology 1/Applied Biology 2	100.0%	56.5%
Physical Science	0.0%	48.3%
US History and the Constitution	27.3%	36.0%
All Tests	26.0%	52.4%

* 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=138)				
Retention rate	0.0%	Down from 2.6%	3.8%	3.4%
Attendance rate	98.0%	Down from 99.8%	95.2%	95.0%
Served by gifted and talented program	0.0%	No Change	14.8%	12.4%
With disabilities other than speech	3.6%	Up from 3.2%	10.3%	9.9%
Older than usual for grade	3.6%	Down from 9.0%	9.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.9%
Enrolled in AP/IB programs	14.9%	Up from 13.8%	6.7%	13.0%
Successful on AP/IB exams	N/A	N/A	33.7%	51.7%
Eligible for LIFE Scholarship	27.6%	N/R	27.9%	30.1%
Annual dropout rate	0.0%	No Change	2.9%	2.5%
Career/technology students in co-curricular organizations	4.4%	Up from 0.0%	6.1%	2.9%
Enrollment in career/technology courses	36	Up from 32	256	419
Students participating in work-based experiences	0.0%	No Change	12.2%	7.2%
Career/technology students attaining technical skills	91.7%	Up from 84.9%	83.3%	83.0%
Career/technology completers placed	N/A	N/A	97.8%	98.4%
Teachers (n=7)				
Teachers with advanced degrees	60.0%	Down from 80.0%	60.6%	61.1%
Continuing contract teachers	100.0%	Up from 60.0%	78.5%	80.6%
Teachers returning from previous year	N/A	N/A	84.3%	86.5%
Teacher attendance rate	98.8%	Up from 98.1%	95.6%	95.5%
Average teacher salary*	\$49,901	Down 8.7%	\$46,880	\$46,884
Professional development days/teacher	18.9 days	Up from 15.9 days	9.7 days	10.0 days
School				
Principal's years at school	7.0	Up from 0.0	4.8	4.0
Student-teacher ratio in core subjects	27.6 to 1	Down from 30.0 to 1	24.7 to 1	26.5 to 1
Prime instructional time	95.1%	Down from 97.2%	90.6%	89.3%
Dollars spent per pupil**	\$6,495	Down 38.3%	\$8,103	\$7,804
Percent of expenditures for teacher salaries**	62.4%	Up from 50.1%	55.8%	58.0%
Percent of expenditures for instruction**	69.1%	Down from 74.4%	59.9%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.0%	97.3%
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	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	N/A	N/A	73	26.0%	81	86.4%	No
Gender							
Male	N/A	N/A	30	33.3%	34	85.3%	N/A
Female	N/A	N/A	42	21.4%	47	87.2%	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	67	25.4%	69	87.0%	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	39	20.5%	41	92.7%	N/A

NOTE: 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 is a public high school of choice for eleventh and twelfth graders.

A TRUE COMMUNITY SCHOOL: ROMC is a Red Carpet School providing a culture of excellent customer service as well as a 21st-Century Community Learning Center serving the needs of students and families through Project LIFT, unique “after-school” programming featuring Learning Innovations Focused on Technology. ROMC’s Foundation continued its successful “Building Better Communities One Student at a Time Campaign” with its second and very successful Educators versus The World Golf Tournament and Expo, which funds early start scholarships, internships, laptops for all students, and other initiatives. Additionally, ROMC’s nationally acclaimed chapter of Black Achievers Determined to be Different (BADD) joined forces with their female counterparts of Just Exceptional Women Empowering Lives (JEWEL) to begin ROMC’s near-peer mentoring initiative in partnership with Gibbes Middle School.

GUARANTEED STUDENT SUCCESS FORMULA (GSSF): ROMC guarantees student success. The overriding goals of ROMC’s Student Success Program are to increase academic achievement by connecting classroom activities to real world experiences; to promote career awareness, exploration and preparation, as well as to develop character and leadership qualities through community service learning. The evidence of ROMC’s GSSF is in the 2010-2011 numbers. ROMC’s graduating class of seventy-six (76) boasts 97% college acceptance, 100% dual credit accrual, and the completion of more than 16,000 hours of community service. They also earned more than \$500K in scholarship awards: inclusive of twenty-one (21) Life Scholars, and two (2) Hope Scholars.

ROMC continues to actively engage all students through the rigor of project-based learning with the Senior Capstone & Junior Keystone Projects; ROMC Reads!, a school-wide literacy initiative providing all students with books to build personal libraries; and a very technology-rich environment where all students use personal laptops with wireless capability for learning and citizenship in this digital century.

Other exemplary features of the 2010-2011 year include the completion and enhancement of student profiles for all students; fourth annual Fall Expo and seventh annual Academic and Career Excellence Banquet and Exhibition, events celebrating student academic work and achievements; 4 school-wide days of community service; 6 student success seminars and student ambassador leadership trainings; 2 school-wide days of job shadowing; 4 college tours; a rigorous A, B, C, I, NC grading scale; and ever-increasingly acclaimed Advisor/Advisee and Extra Help/Extra Time.

Audrey L. Breland, M. Ed., Dean & Robert L. Kirton, Ed. D., Executive Director
 Pamela Bynoe-Reed, ROMC Foundation/SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	0	0
Percent satisfied with learning environment	80.0%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	80.0%	N/R	N/R

* 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.

School 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. 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or 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										
Subsidized meals	N/A										

Mathematics - State Performance Objective = 70.0% (Proficient or 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										
Subsidized meals	N/A										

Biology 1/Applied Biology 2 (End-of-Course Test 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										
Subsidized meals	N/A										

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	N/A	58.5	65.9						
	2011	N/A	N/A							

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	N/A	52.1	62.3						
	2011	N/A	N/A							

* Adjusted to account for natural variation in performance.

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