

# SC Annual School Report Card Summary

Rollings Middle School of the Arts  
Dorchester 2  
Grades: 6-8 Enrollment: 629  
Principal: Elena Furnari  
Superintendent: Joseph R. Pye  
Board Chair: Bufort "Bo" Blanton

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://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 | Excellent       | Excellent     | TBD                            | TBD             | Met        | N/A                     |
| 2008 | Excellent       | Good          | Gold                           | Gold            | Met        | N/A                     |
| 2007 | Excellent       | Good          | Gold                           | N/A             | Met        | N/A                     |

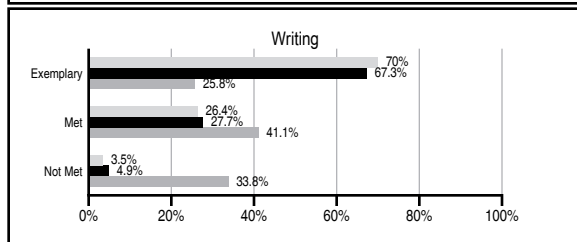
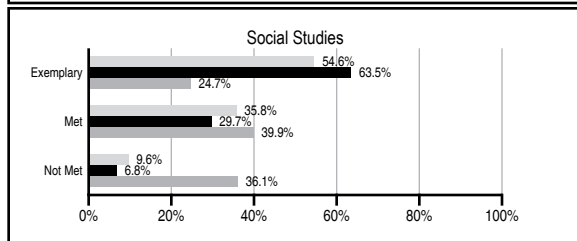
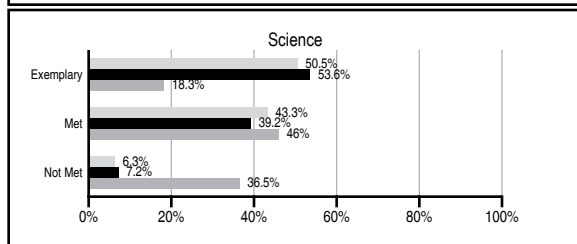
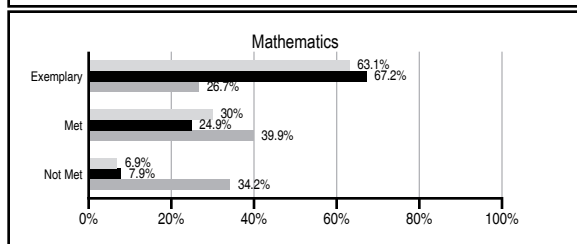
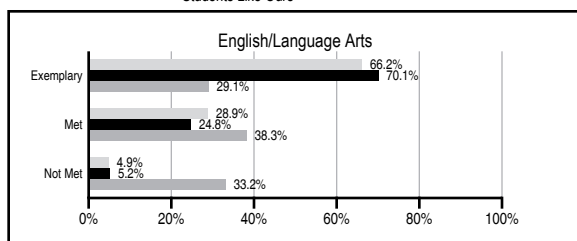
## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 7         | 0    | 0       | 0             | 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 | 100.0             | 99.2                                   |
| English 1                             | 100.0             | 100.0                                  |
| Physical Science                      | N/A               | N/A                                    |
| US History and the Constitution       | N/A               | N/A                                    |
| All Subjects                          | 100.0             | 99.2                                   |

## 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

# Rollings Middle School of the Arts [Dorchester 2]

## SCHOOL PROFILE

|                                                                              | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|------------------------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| <b>Students (n=629)</b>                                                      |            |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 48.3%      | Down from 56.0%       | 58.8%                                  | 21.6%                |
| Retention rate                                                               | 0.0%       | Down from 0.8%        | 0.1%                                   | 1.2%                 |
| Attendance rate                                                              | 97.5%      | Down from 97.7%       | 96.8%                                  | 95.9%                |
| Eligible for gifted and talented                                             | 53.5%      | Down from 58.2%       | 47.4%                                  | 14.8%                |
| With disabilities other than speech                                          | 3.9%       | Down from 4.2%        | 3.9%                                   | 12.6%                |
| Older than usual for grade                                                   | 0.3%       | No Change             | 0.2%                                   | 2.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.0%       | Up from 0.8%          | 0.4%                                   | 0.6%                 |
| Annual dropout rate                                                          | 0.8%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=40)</b>                                                       |            |                       |                                        |                      |
| Teachers with advanced degrees                                               | 62.5%      | Up from 56.1%         | 62.5%                                  | 56.9%                |
| Continuing contract teachers                                                 | 82.5%      | Up from 75.6%         | 79.2%                                  | 72.7%                |
| Teachers with emergency or provisional certificates                          | 2.6%       | Down from 5.7%        | 3.2%                                   | 5.3%                 |
| Teachers returning from previous year                                        | 83.6%      | Up from 80.4%         | 83.6%                                  | 82.9%                |
| Teacher attendance rate                                                      | 95.6%      | Up from 93.9%         | 95.6%                                  | 95.2%                |
| Average teacher salary*                                                      | \$50,388   | Up 5.9%               | \$50,136                               | \$46,599             |
| Classes not taught by highly qualified teachers                              | 0.0%       | No Change             | 0.0%                                   | 2.4%                 |
| Professional development days/teacher                                        | 12.7 days  | Up from 11.7 days     | 9.3 days                               | 10.8 days            |
| <b>School</b>                                                                |            |                       |                                        |                      |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 4.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                       | 26.2 to 1  | Up from 24.4 to 1     | 19.2 to 1                              | 20.1 to 1            |
| Prime instructional time                                                     | 92.3%      | Up from 90.6%         | 91.0%                                  | 89.9%                |
| Opportunities in the arts                                                    | Excellent  | No Change             | Excellent                              | Good                 |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences                                                | 96.2%      | Down from 98.4%       | 99.9%                                  | 97.8%                |
| Character development program                                                | Excellent  | No Change             | Excellent                              | Good                 |
| Dollars spent per pupil**                                                    | \$7,228    | Up 9.4%               | \$7,228                                | \$7,645              |
| Percent of expenditures for instruction**                                    | 61.9%      | Up from 61.5%         | 66.7%                                  | 63.4%                |
| Percent of expenditures for teacher salaries**                               | 56.1%      | Down from 57.0%       | 60.9%                                  | 57.0%                |
| % of AYP objectives met                                                      | 100.0%     | No Change             | 100.0%                                 | 90.5%                |

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 44       | 181       | 166      |
| Percent satisfied with learning environment            | 97.7%    | 91.7%     | 95.1%    |
| Percent satisfied with social and physical environment | 97.7%    | 92.2%     | 95.7%    |
| Percent satisfied with school-home relations           | 97.7%    | 93.3%     | 90.6%    |

\*Only students at the highest middle school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rollings Middle School of the Arts is a school in which approximately 619 artistically gifted students are served. The faculty and staff consist of 45 certified employees and 14 classified employees. Students spend an equal amount of time each day in core academic courses and a core art course (theatre arts, visual arts, dance, piano, vocal, or strings). We plan to expand our core art course offerings this coming school year by adding band as a core art course. Because a high proportion of our students are academically gifted as well, all of the core academic teachers are GATE endorsed, or they are in the process of completing the GATE courses. Core academic teachers create innovative lessons in which the various areas of the arts are incorporated. This practice makes learning relevant to our students, and it allows teachers to meet their specific needs.

Our students continue to excel with the help of faculty members who are focused on rigor, relevance, and relationships as they deliver content within the walls of their classrooms. Some of our core art area teachers worked together to write the DAP (Distinguished Arts Programs) grant. We were pleased to receive this grant, which allows students to benefit from the expertise of artists-in-residence. These artists are able to share their gifts with students as they work side by side with them to complete special projects. RMSA has received the Palmetto Gold Award again this year because of overall student performance based upon the state report card's absolute and improvement ratings. Students continue to win awards as they compete in various academic and artistic competitions. For example, the vocal and band students received superior ratings during recent competitions. Also, our students placed in the Quest academic competition.

We are extremely proud of our school's intense focus on data-driven decision making. Teachers utilize a data wall to track students' increases or decreases in growth on the MAP (Measures of Academic Progress) tests. Students take these computerized tests during the fall, winter, and spring. These tests allow teachers to identify strengths and weaknesses of students. Administrators use the data board to spark discussions with teachers about instructional decisions within their classrooms.

It is our desire to continue with technology initiatives; however, the limited space in our building continues to be a problem. Another challenge is to have a more diverse population. We are constantly attempting to educate our community and fellow district employees concerning the structure of our school and our audition requirements.

Elena Furnari, Principal  
Linda Payne, SIC Chairperson

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