



## R H ROLLINGS MIDDLE SCHOOL OF TH

815 South Main Street  
Summerville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	648 Students	
<b>Principal</b>	Dr. Kathy Sobolewski	843-873-3610
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent*</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

### 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>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

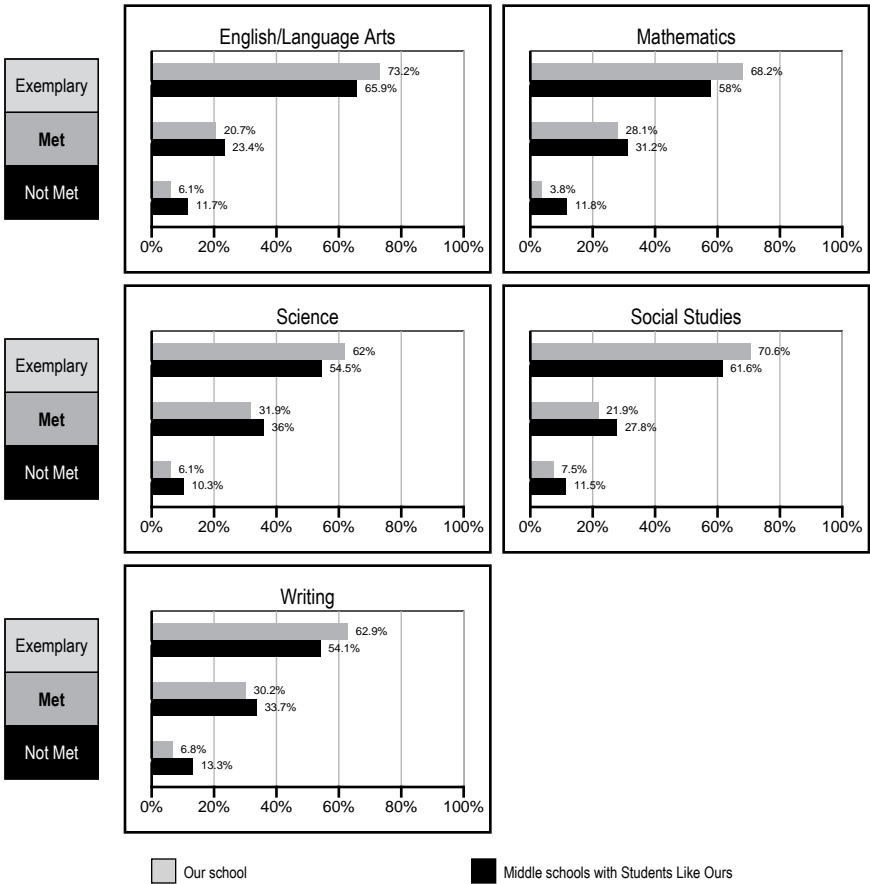
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
11	1	0	0	0

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

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	99.8%
English 1	100.0%	99.4%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=648)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	45.8%	Down from 47.8%	39.0%	24.5%
Retention rate	0.5%	Up from 0.0%	0.2%	0.7%
Attendance rate	97.0%	Down from 97.7%	96.5%	95.9%
Served by gifted and talented program	100.0%	No Change	41.0%	17.8%
With disabilities other than speech	1.4%	Down from 3.3%	3.5%	9.2%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.3%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	61.5%	Down from 63.2%	59.8%	60.0%
Continuing contract teachers	97.4%	No Change	88.1%	82.6%
Teachers returning from previous year	93.0%	Up from 92.4%	91.0%	85.6%
Teacher attendance rate	95.0%	Up from 94.8%	95.4%	95.3%
Average teacher salary*	\$50,002	Up 1.4%	\$48,507	\$46,300
Professional development days/teacher	12.9 days	Up from 11.6 days	8.7 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.5	4.0
Student-teacher ratio in core subjects	27.0 to 1	No Change	23.2 to 1	21.5 to 1
Prime instructional time	91.6%	Up from 91.4%	91.2%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Up from 92.4%	100.0%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,773	Down 3.0%	\$6,605	\$7,634
Percent of expenditures for instruction**	64.0%	Up from 62.3%	67.4%	64.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 58.6%	66.0%	61.2%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Rollings Middle School of the Arts served 640 artistically gifted students from Dorchester School District Two in sixth through eighth grades during 2010-2011. The staff consists of 45 certified faculty and 18 classified employees. Students spend equal amounts of time each day in four core academic courses and a core art course (band, dance, piano, strings, theatre arts, visual arts or vocal music). Because a high proportion of our students are also academically gifted, all of the core academic teachers are GATE-endorsed or in the process of completing the GATE courses. Core academic teachers create innovative lessons which infuse the various areas of the arts. Several core art teachers are piloting an art infused curriculum model and are co-teaching with core academic teachers. These practices make learning relevant to our students and allow teachers to meet students' specific needs.

Our students continue to excel with the help of faculty members who focus on rigor, relevance, and relationships. Some of our core art area teachers worked together to write the DAP (Distinguished Arts Programs) grant. We were pleased to receive this grant that 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 received the Palmetto Gold Award because of overall student performance based upon the state report card's absolute and improvement ratings of "Excellent." Students continue to excel and win awards as they compete in various academic and artistic competitions at local, district, state, and regional levels.

We are extremely proud of our school's intense focus on data-driven decision making. Teachers utilize data from benchmark tests to track students' progress. These tests allow teachers to identify strengths and weaknesses of students based on the state curriculum standards. Administrators use the data to spark discussions with teachers about instructional decisions within their classrooms.

In addition, Rollings and the District Fine Arts Center continue to reach and attract more of the district's students during the audition process, but acceptance is limited by the physical campus and building capacity. The school demographics are becoming more consistent with that of the district. Our goals are to make the community aware of the benefits of integrating the arts into education and to overcome the negative impact that decreased funds are having on the school budget. We are constantly attempting to educate our community and fellow district employees concerning the structure of our school and the audition requirements.

Rollings PTSA reached 100% membership again this school year and recorded an excess of 2000 volunteer hours. Parents, teachers, and students combine to make RMSA an excellent, family friendly school with high expectations and quality results.

Kathy Sobolewski, Principal  
Linda Payne, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	196	128
Percent satisfied with learning environment	97.6%	92.9%	96.9%
Percent satisfied with social and physical environment	95.1%	88.5%	94.5%
Percent satisfied with school-home relations	97.6%	93.3%	95.2%

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

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 17 out of 17 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	638	100	6.1	20.7	73.2	95.8	88.8	82.4	Yes	Yes
<b>Gender</b>										
Male	266	100	7.9	22.2	69.9	94	86	78.7	N/A	N/A
Female	372	100	4.8	19.6	75.5	97	91.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	485	100	3.9	19.2	76.9	97.5	92.7	88.9	Yes	Yes
African American	108	100	15.7	29.6	54.6	87	81.5	72.9	Yes	Yes
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	93.3	93	I/S	I/S
Hispanic	18	100	16.7	22.2	61.1	94.4	88	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	50	33.3	16.7	55.6	58.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	81	100	13.6	24.7	61.7	87.7	82.5	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	638	100	3.8	28.1	68.2	98.7	90.3	81.9	Yes	Yes
<b>Gender</b>										
Male	266	100	5.3	24.4	70.3	98.5	88.6	79.9	N/A	N/A
Female	372	100	2.7	30.6	66.7	98.9	91.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	485	100	2.1	24.9	73	99.4	94.6	88.9	Yes	Yes
African American	108	100	13	44.4	42.6	95.4	81.8	71.4	Yes	Yes
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	96.5	94.6	I/S	I/S
Hispanic	18	100	N/AV	N/AV	N/AV	100	90.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	38.9	38.9	22.2	88.9	61.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	81	100	9.9	37	53.1	96.3	84.3	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## 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	426	100	6.1	31.9	62	93.9	77.2	68.6
<b>Gender</b>								
Male	176	100	6.8	27.3	65.9	93.2	76.2	68.3
Female	250	100	5.6	35.2	59.2	94.4	78.3	68.9
<b>Racial/Ethnic Group</b>								
White	319	100	3.1	28.2	68.7	96.9	86.2	80.7
African American	79	100	19	48.1	32.9	81	60.8	51.4
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	91	85.3
Hispanic	13	100	7.7	38.5	53.8	92.3	71.8	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.6	70.8
<b>Disability Status</b>								
Disabled	13	100	53.8	15.4	30.8	46.2	43.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	62	100	17.7	37.1	45.2	82.3	65.5	57.3
<b>Social Studies</b>								
All Students	429	100	7.5	21.9	70.6	92.5	81.4	72.5
<b>Gender</b>								
Male	186	100	8.6	18.3	73.1	91.4	81.2	72
Female	243	100	6.6	24.7	68.7	93.4	81.6	73.1
<b>Racial/Ethnic Group</b>								
White	329	100	6.7	19.8	73.6	93.3	86.9	81
African American	67	100	13.4	34.3	52.2	86.6	70.6	60
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	91	89
Hispanic	12	100	8.3	25	66.7	91.7	78.6	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.5	73.5
<b>Disability Status</b>								
Disabled	13	100	46.2	30.8	23.1	53.8	49.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.1	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	53	100	11.3	24.5	64.2	88.7	71.6	62.9

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	205	100	6.8	30.2	62.9	93.2	82.3	73.2	97	95.8
<b>Gender</b>										
Male	82	100	8.5	34.1	57.3	91.5	77.2	67.2	97.1	95.7
Female	123	100	5.7	27.6	66.7	94.3	87.4	79.4	96.9	95.8
<b>Racial/Ethnic Group</b>										
White	160	100	5.6	27.5	66.9	94.4	89.2	81.5	96.9	95.5
African American	31	100	12.9	51.6	35.5	87.1	71.1	61.3	97.2	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.8	87	97.2	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.8	66.7	97.6	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	96.5	94.9
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	34.9	26	96.2	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	97	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	14	100	21.4	50	28.6	78.6	71.5	63.2	96.1	95.1

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>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	219	100	6.8	27.4	65.8	93.2
	7	219	100	11	24.3	64.7	89
	8	204	100	7.4	19.6	73	92.6
<b>2011</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	219	100	4.1	21.9	74	95.9
	7	217	100	7.4	20.7	71.9	92.6
	8	202	100	6.9	19.3	73.8	93.1
<b>Mathematics</b>							
<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	219	100	6.8	32.9	60.3	93.2
	7	219	100	10.6	31.2	58.3	89.4
	8	204	100	6.9	36.8	56.4	93.1
<b>2011</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	219	100	4.6	30.6	64.8	95.4
	7	217	100	3.7	24	72.4	96.3
	8	202	100	3	29.7	67.3	97
<b>Science</b>							
<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	110	100	8.2	51.8	40	91.8
	7	219	100	4.6	39.9	55.5	95.4
	8	102	100	3.9	25.5	70.6	96.1
<b>2011</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	109	100	6.4	51.4	42.2	93.6
	7	217	100	6.5	24.9	68.7	93.5
	8	100	100	5	26	69	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<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	109	100	2.8	45	52.3	97.2
	7	219	100	19.3	27.1	53.7	80.7
	8	102	100	8.8	23.5	67.6	91.2
<b>2011</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	110	100	2.7	25.5	71.8	97.3
	7	217	100	8.3	16.1	75.6	91.7
	8	102	100	10.8	30.4	58.8	89.2
<b>Writing</b>							
<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	219	100	4.6	24.2	71.2	95.4
	7	218	99.1	7.4	24.5	68.1	92.6
	8	204	99.5	4.4	28.6	67	95.6
<b>2011</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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	205	100	6.8	30.2	62.9	93.2

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