



Richland One Charter Middle College

316 South Beltline
Columbia, SC 29205

| | | |
|-----------------------|-------------------|--------------|
| Grades | 11-12 High School | |
| Enrollment | 124 Students | |
| Principal | Dr. Robert Kirton | 803-738-7114 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Dwayne Smiling | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|------|-----------------|---------------|
| 2012 | N/A | N/A |
| 2011 | N/A | N/A |
| 2010 | N/A | N/A |
| 2009 | N/A | N/A |
| 2008 | 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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 3 | 3 | 21 | 1 | 1 |

* Ratings are calculated with data available by 11/14/2012.

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|------|------|--------------------------------------|-------|-------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Passed 2 subtests (%) | 100.0% | N/A | N/A | 76.1% | 69.6% | 70.7% |
| Passed 1 subtest (%) | N/A | N/A | N/A | 12.7% | 17.8% | 16.2% |
| Passed no subtests (%) | N/A | N/A | N/A | 12.4% | 12.6% | 13.1% |

HSAP Passage Rate by Spring 2012

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | N/A | 89.2% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2011* | 2012 | 2011 | 2012 |
| Number of Students in Four-Year Cohort | 89 | 70 | 180 | 182 |
| Number of Graduates in Cohort | 76 | 61 | 131 | 134 |
| Rate | 85.4% | 87.1% | 72.2% | 72.8% |

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|-------------------------------|-----------------|-------|--------------------------------------|-------|
| | 2011 | 2012 | 2011 | 2012 |
| Number of Students in Cohort | 82 | 92 | 204 | 189 |
| Number of Graduates in Cohort | 71 | 79 | 140 | 143 |
| Rate | 86.6% | 85.9% | 72.4% | 75.2% |

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 | | 64.7% |
| English 1 | | 55.0% |
| Biology 1/Applied Biology 2 | | 66.7% |
| US History and the Constitution | 16.2% | 35.1% |
| All Tests | 16.2% | 51.8% |

* 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=124) | | | | |
| Retention rate | 0.0% | No Change | 4.3% | 3.0% |
| Attendance rate | 98.3% | Up from 98.0% | 94.9% | 95.3% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.6% | Up from 0.0% | 1.1% | 0.9% |
| Enrolled in AP/IB programs | 21.0% | Up from 14.9% | 6.2% | 13.4% |
| Successful on AP/IB exams | N/A | N/A | 24.2% | 50.9% |
| Eligible for LIFE Scholarship | 30.0% | Up from 27.6% | 28.1% | 30.1% |
| Annual dropout rate | 0.8% | Up from 0.0% | 2.7% | 2.3% |
| Career/technology students in co-curricular organizations | 0.0% | Down from 4.4% | 6.2% | 2.7% |
| Enrollment in career/technology courses | 19 | Down from 36 | 355 | 395 |
| Students participating in work-based experiences | 22.6% | Up from 0.0% | 5.2% | 7.4% |
| Career/technology students attaining technical skills | 73.7% | Down from 91.7% | 81.9% | 84.0% |
| Career/technology completers placed | N/A | N/A | 99.3% | 98.4% |
| Teachers (n=7) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 60.0% | 61.3% | 63.2% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | N/A | N/A | 83.6% | 86.6% |
| Teacher attendance rate | 96.5% | Down from 98.8% | 94.7% | 95.2% |
| Average teacher salary* | \$54,667 | Up 9.6% | \$46,863 | \$47,326 |
| Professional development days/teacher | 2.9 days | Down from 18.9 days | 10.5 days | 9.7 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | N/R | N/R | 24.4 to 1 | 27.1 to 1 |
| Prime instructional time | 94.6% | Down from 95.1% | 87.8% | 89.4% |
| Dollars spent per pupil** | \$6,968 | Up 7.3% | \$8,818 | \$7,708 |
| Percent of expenditures for teacher salaries** | 61.0% | Down from 62.4% | 55.2% | 57.1% |
| Percent of expenditures for instruction** | 71.6% | Up from 69.1% | 57.8% | 59.6% |
| Opportunities in the arts | Poor | No Change | Good | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 97.1% | 97.8% |
| 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 | Average |

* 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 2012 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2012 | |
|------------------------------|----------------------------------|-----|----------------------------------|-------|-------------------------------|-------|
| | n | % | t | % | n | % |
| All Students | N/A | N/A | 37 | 16.2% | 70 | 87.1% |
| Gender | | | | | | |
| Male | N/A | N/A | 13 | 15.4% | 26 | 88.5% |
| Female | N/A | N/A | 24 | 16.7% | 44 | 86.4% |
| Racial/Ethnic Group | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | 33 | 15.2% | 60 | 88.3% |
| Asian/Pacific Islander | 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 |
| American Indian/Alaskan | 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 |
| Migrant Status | | | | | | |
| Migrant | 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 |
| Socio-Economic Status | | | | | | |
| Subsidized meals | N/A | N/A | 19 | 5.3% | 35 | 94.3% |

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

Richland One Middle College (ROMC) is a true community school. We have achieved Red Carpet School status by providing a culture of excellent customer service as well as establishing high expectations for all stakeholders. ROMC served as a 21st-Century Community Learning Center site serving the needs of students and families through Project LIFT, Learning Innovations Focused on Technology. ROMC's Foundation continued its support of the "Building Better Communities One Student at a Time Campaign", which funds early start scholarships, internships, and laptops for all students. ROMC continues to be supported by our collaborating partners Richland School District One and Midlands Technical College, to maintain an early transition college on the Beltline campus of Midlands Technical College. This unique innovative educational concept is also supported by the business community to provide students a seamless transition from high school to post secondary opportunities.

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 2011-2012 numbers. ROMC's graduating class of seventy (70) boasts a 100% completion status, 100% dual credit accrual, 90% college acceptance, and the completion of more than 16,000 hours of community service. They also earned more than \$1,000,000 in scholarship awards: inclusive of twenty-one (21) Life Scholars and eight (8) 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. ROMC also utilizes the High Schools that Works Model as its transitional reform model.

Other exemplary features of the 2011-2012 year include the completion and enhancement of student profiles for all students; fifth annual Fall Expo and eight 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 the highly effective Advisor/Advisee and Extra Help/Extra Time student sessions.

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

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 5 | 43 | 9 |
| Percent satisfied with learning environment | 80.0% | 90.7% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 83.3% | I/S |
| Percent satisfied with school-home relations | I/S | 88.4% | 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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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|-------------------------------|-----|
| Overall Weighted Points Total | N/A |
| Overall Grade Conversion | N/A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Richland One Charter Middle College school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.9% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.3% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 9.0% | 0.0% | No |

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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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|

English/Language Arts

| | | | | | | | | |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|
| All Students | 2011 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2012 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Mathematics

| | | | | | | | | |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|
| All Students | 2011 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2012 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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