

Richland One Middle College

316 S. Beltline Blvd.
Columbia, South Carolina

Grades	11-12 High School	
Enrollment	129 Students	
Principal	Audrey L. Breland	803-738-7114
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**N/A**	**N/A**
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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 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.

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
1	7	22	4	1

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	N\A	N\A	N\A	74.6	76.0	73.5
Passed 1 subtest (%)	N\A	N\A	N\A	14.9	12.8	14.0
Passed no subtests (%)	N\A	N\A	N\A	11.3	11.2	12.6

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	N/A	93.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	54	256
Number of Diplomas	40	186
Rate	74.1%	74.4%

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	N/A	69.7
English 1	N/A	58.0
Physical Science	N/A	47.7
US History and the Constitution	22.9	35.8
All Tests	22.2	51.7

* 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

Richland One Middle College 03/25/10-4001601

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=129)				
Retention rate	1.7%	Down from 2.3%	4.8%	4.8%
Attendance rate	98.4%	Up from 94.1%	94.9%	95.5%
Eligible for gifted and talented	N/A	N/A	9.3%	9.2%
With disabilities other than speech	4.7%	Up from 0.0%	13.7%	12.6%
Older than usual for grade	9.3%	Down from 13.3%	8.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	10.5%	13.2%
Successful on AP/IB exams	N/A	N/A	51.4%	55.6%
Eligible for LIFE Scholarship	30.8%	Up from 27.9%	29.2%	29.8%
Annual dropout rate	13.5%	Up from 0.0%	4.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.7%	3.0%
Enrollment in career/technology courses	45	Up from 17	541	523
Students participating in work-based experiences	0.0%	No Change	15.1%	12.9%
Career/technology students attaining technical skills	97.8%	Up from 82.4%	78.0%	79.3%
Career/technology completers placed	N/A	N/A	97.5%	98.8%
Teachers (n=8)				
Teachers with advanced degrees	100.0%	Up from 80.0%	57.3%	58.6%
Continuing contract teachers	100.0%	Up from 20.0%	76.6%	71.6%
Teachers with emergency or provisional certificates	0.0%	Down from 33.3%	6.3%	8.1%
Teachers returning from previous year	N/A	N/A	86.9%	85.0%
Teacher attendance rate	95.9%	Up from 95.6%	95.4%	95.5%
Average teacher salary*	N/A	N/A	$47,757	$47,761
Professional development days/teacher	16.0 days	Up from 15.0 days	12.2 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 26.0 to 1	25.9 to 1	26.1 to 1
Prime instructional time	93.7%	Up from 90.0%	89.5%	89.8%
Dollars spent per pupil**	$11,665	Up 13.2%	$7,628	$7,883
Percent of expenditures for teacher salaries**	51.9%	Down from 64.5%	54.2%	54.1%
Percent of expenditures for instruction**	69.8%	Down from 70.5%	60.3%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	72	22.2%	54	74.1%	No
Gender							
Male	N/A	N/A	25	32.0%	22	72.7%	N/A
Female	N/A	N/A	47	17.0%	32	75.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	13	38.5%	N/A	N/A	N/A
African American	N/A	N/A	56	17.9%	45	73.3%	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	36	16.7%	20	65.0%	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 (MTC) is a public school of choice for eleventh and twelfth graders. ROMC is a unique educational model for South Carolina charter schools as well as other public schools because its creation marked the first time that a local district and a community college in SC cooperatively formed a planning committee, jointly committed their support, and collaboratively worked to foster the growth of a middle college—a high school on a college campus.

A TRUE COMMUNITY SCHOOL: Decorated with the 2009 Red Carpet Award for great customer service in a family-friendly environment, ROMC is a recipient of a SC Department of Education $130,000-21st Century Summer Enrichment Grant, which will serve 60 African-American males from the Lower Richland, Eau Claire, and CA Johnson communities. ROMC's Foundation continued its successful "Building Better Communities One Student at a Time Campaign," which funds early start scholarships, internships, and other initiatives.

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, and 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 2008-2009 numbers. Fifty-two graduates earned $394,000 in scholarship awards and provided more than 10,000 hours of community service. The class of 2009 also boasts the first candidate who will receive an Associate's Degree after the 13th year. This is a result of completing one year of college while in high school through ROMC's Early Start Scholars Program.

ROMC increased student engagement by improving the process and rigor of the Real World Projects (Capstone/Senior, Keystone/Junior, Math & Science), which are made up of 5 components: research, community service, a product, a process portfolio, and a public presentation. ROMC continued to revamp our system of Extra Help/Extra Time in order to support academic achievement with the advent of ROMC TEAM (Tutoring, Extra help, Academic Enrichment, and More) Time.

Other exemplary achievements of the 2008-2009 year include the completion of student profiles for all students; our second annual Fall Expo; the fifth annual Academic and Career Excellence Banquet and Exhibition; four school-wide days of service; 20 student success seminars and student ambassador leadership trainings; four school-wide days of job shadowing; a rigorous A, B, C, I, NC grading scale; and an ever-increasingly acclaimed Advisor/Advisee Program.

Audrey L. Breland, M. Ed., Dean
Robert L. Kirton, Ed. D., Executive Director Richland One Middle College Administration
Regina Brown of Palmetto Health, ROMC Foundation/SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	0	1
Percent satisfied with learning environment	100.0%	N/R	I/S
Percent satisfied with social and physical environment	100.0%	N/R	I/S
Percent satisfied with school-home relations	88.9%	N/R	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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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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.2%	0.0%	No

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Richland One Middle College											03/25/10-4001601
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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Science (End-of-Course Test performance by Group)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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