

R H ROLLINGS MIDDLE SCHOOL OF TH

815 South Main Street
Summerville, South

Grades	6-8 Middle School	
Enrollment	647 Students	
Principal	Dr. Kathy Sobolewski	843-873-3610
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

* The School's 2010 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 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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

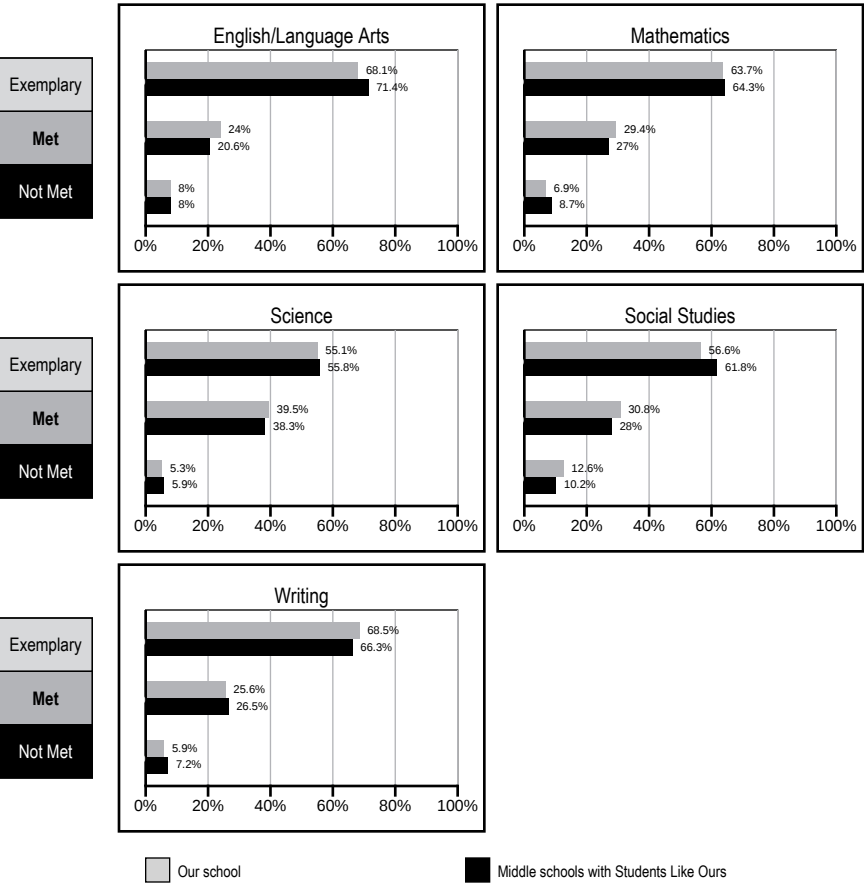
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	0	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"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%	99.2%
English 1	99.2%	99.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.6%	99.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=647)				
Students enrolled in high school credit courses (grades 7 & 8)	47.8%	Down from 48.3%	47.8%	24.2%
Retention rate	0.0%	No Change	0.0%	0.7%
Attendance rate	97.7%	Up from 97.5%	96.8%	95.9%
Eligible for gifted and talented	100.0%	Up from 53.5%	53.3%	16.4%
With disabilities other than speech	3.3%	Down from 3.9%	3.9%	12.0%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.0%	0.0%	0.5%
Annual dropout rate	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 62.5%	59.0%	58.5%
Continuing contract teachers	97.4%	Up from 82.5%	84.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	3.2%	4.0%
Teachers returning from previous year	92.4%	Up from 83.6%	90.4%	84.6%
Teacher attendance rate	94.8%	Down from 95.6%	94.8%	95.4%
Average teacher salary*	\$49,307	Down 2.1%	\$49,198	\$46,561
Professional development days/teacher	11.6 days	Down from 12.7 days	7.3 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 26.2 to 1	21.4 to 1	21.1 to 1
Prime instructional time	91.4%	Down from 92.3%	91.3%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.4%	Down from 96.2%	99.6%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,984	Down 3.4%	\$6,984	\$7,802
Percent of expenditures for instruction**	62.3%	Up from 61.9%	66.4%	63.8%
Percent of expenditures for teacher salaries**	58.6%	Up from 56.1%	65.2%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Rollings Middle School of the Arts served 641 artistically-gifted students from Dorchester School District Two in sixth through eighth grades during 2009-2010. The staff consists of 47 certified faculty and 20 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. This practice makes learning relevant to our students and allows teachers to meet students' specific needs.

Our students continue to excel with the help of faculty members who focus 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 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.

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.

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 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.

Elena Furnari, Principal

Linda Payne, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	200	154
Percent satisfied with learning environment	97.5%	90.9%	95.4%
Percent satisfied with social and physical environment	100.0%	93.5%	96.1%
Percent satisfied with school-home relations	97.4%	94.5%	94.1%

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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	642	100	8.4	23.9	67.7	96.3	89.1	83.5	Yes	Yes
Gender										
Male	265	100	10.6	25.4	64	94.7	86.1	80.1	N/A	N/A
Female	377	100	6.9	22.8	70.3	97.3	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	499	100	7.4	21.9	70.7	97.6	93	89.6	Yes	Yes
African American	99	100	14.1	40.4	45.5	90.9	81.6	74.6	Yes	Yes
Asian/Pacific Islander	26	100	3.8	7.7	88.5	96.2	94.5	92.7	I/S	I/S
Hispanic	12	100	16.7	16.7	66.7	83.3	84.1	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	24	100	41.7	45.8	12.5	79.2	57.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	66	100	18.2	30.3	51.5	89.4	83.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	642	100	8.1	33.5	58.3	95.6	87.2	80.4	Yes	Yes
Gender										
Male	265	100	9.8	30.3	59.8	95.5	85.5	78.4	N/A	N/A
Female	377	100	6.9	35.8	57.3	95.8	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	499	100	6.2	32.5	61.2	96.8	92	87.8	Yes	Yes
African American	99	100	19.2	44.4	36.4	89.9	77.5	69.3	Yes	Yes
Asian/Pacific Islander	26	100	3.8	7.7	88.5	96.2	94.5	93.5	I/S	I/S
Hispanic	12	100	8.3	50	41.7	91.7	86.1	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	24	100	45.8	41.7	12.5	62.5	55	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	66	100	24.2	34.8	40.9	87.9	80.3	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	431	100	5.3	39.5	55.1	94.7	74.7	67.3
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Gender

Male	177	100	5.7	29.5	64.8	94.3	74.2	66.9
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Female	254	100	5.1	46.5	48.4	94.9	75.3	67.7
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Racial/Ethnic Group

White	342	100	3.8	34.9	61.3	96.2	84.1	79.6
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African American	65	100	13.8	64.6	21.5	86.2	56.5	49.7
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Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	90.4	84.4
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	69	59.4
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
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Disability Status

Disabled	14	100	35.7	35.7	28.6	64.3	39.4	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	58.5	58.6
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Socio-Economic Status

Subsidized meals	39	100	17.9	53.8	28.2	82.1	61.8	55.4
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Social Studies

All Students	430	100	12.6	30.8	56.6	87.4	78.8	70.9
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Gender

Male	174	100	12.1	23.7	64.2	87.9	77.8	70.1
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Female	256	100	12.9	35.5	51.6	87.1	79.8	71.7
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Racial/Ethnic Group

White	330	100	10.6	30.1	59.3	89.4	84.6	79.2
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African American	67	100	22.4	41.8	35.8	77.6	67.5	58.4
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Asian/Pacific Islander	22	100	9.1	9.1	81.8	90.9	90.1	86.8
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.4	68
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
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Disability Status

Disabled	15	100	N/A	N/A	N/A	40	44.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.1	68
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Socio-Economic Status

Subsidized meals	41	100	26.8	24.4	48.8	73.2	69.2	60.8
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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
Writing										
All Students	641	99.5	5.5	25.7	68.8	94.5	82.9	72.1	97.7	96
Gender										
Male	264	99.6	8.4	28.5	63.1	91.6	77.4	65.2	97.8	96
Female	377	99.5	3.5	23.7	72.8	96.5	88.6	79.2	97.6	96.1
Racial/Ethnic Group										
White	498	99.4	3.8	23.6	72.5	96.2	88.2	80.8	97.5	95.8
African American	99	100	13.1	37.4	49.5	86.9	73.1	59.7	98.4	96.4
Asian/Pacific Islander	26	100	3.8	15.4	80.8	96.2	90.5	87	97.8	97
Hispanic	12	100	16.7	33.3	50	83.3	75.2	64.6	98.3	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.1	73.4	98.1	95.5
Disability Status										
Disabled	24	95.8	39.1	43.5	17.4	60.9	37.7	27.7	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96.8	96.5
Socio-Economic Status										
Subsidized meals	65	100	13.8	40	46.2	86.2	74.1	61.9	97.7	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	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	218	100	5	23.9	71.1	95
	7	213	100	6.1	34.3	59.6	93.9
	8	188	100	5.3	34.6	60.1	94.7
2010	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

Mathematics

2009	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	218	100	9.2	38.5	52.3	90.8
	7	213	100	8	29.6	62.4	92
	8	188	100	5.9	32.4	61.7	94.1
2010	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

Science

2009	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	9.2	54.1	36.7	90.8
	7	213	100	4.2	44.6	51.2	95.8
	8	94	100	7.4	27.7	64.9	92.6
2010	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	8.3	48.6	43.1	91.7
	7	213	100	10.3	29.6	60.1	89.7
	8	94	100	9.6	35.1	55.3	90.4
2010	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
Writing							
2009	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	99.5	1.8	22.9	75.2	98.2
	7	214	100	4.2	31.8	64	95.8
	8	188	100	4.3	24.5	71.3	95.7
2010	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

Abbreviations for Missing Data

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