

RAWLINSON ROAD MIDDLE

2631 W. Main Street
Rock Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	722 Students	
Principal	Jean R. Dickson	803-981-1500
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk

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

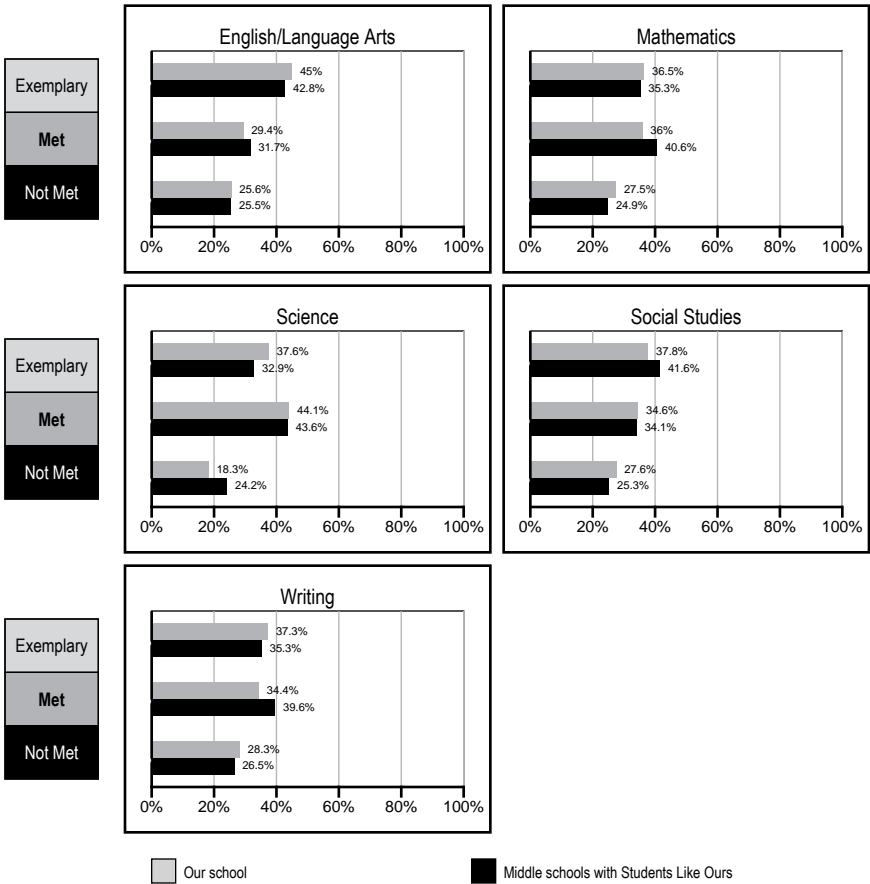
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	22	7	1	1

* 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

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%	97.4%
English 1	93.6%	95.0%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	19.1%
US History and the Constitution	N/A	100%
All Subjects	96.7%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=722)				
Students enrolled in high school credit courses (grades 7 & 8)	31.3%	Down from 34.1%	31.2%	24.5%
Retention rate	0.4%	Down from 0.7%	0.5%	0.7%
Attendance rate	96.8%	No Change	96.2%	95.9%
Served by gifted and talented program	26.7%	Down from 26.8%	24.4%	17.8%
With disabilities other than speech	14.9%	Down from 16.5%	8.1%	9.2%
Older than usual for grade	0.8%	Down from 1.3%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	60.9%	Up from 58.5%	59.8%	60.0%
Continuing contract teachers	89.1%	Up from 77.4%	82.3%	82.6%
Teachers returning from previous year	88.2%	Down from 90.4%	87.7%	85.6%
Teacher attendance rate	96.3%	Down from 96.4%	95.4%	95.3%
Average teacher salary*	\$47,285	Down 5.8%	\$46,794	\$46,300
Professional development days/teacher	7.7 days	Up from 7.5 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 11.7 to 1	23.4 to 1	21.5 to 1
Prime instructional time	92.5%	Down from 92.6%	90.3%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.1%	Down from 85.2%	99.2%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,216	Up 6.5%	\$6,969	\$7,634
Percent of expenditures for instruction**	62.0%	Down from 63.6%	64.8%	64.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 61.5%	62.9%	61.2%

* 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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Report of Principal and School Improvement Council

Report of Principal and School Improvement Council

Rawlinson Road Middle School (RRMS) continues to be committed to ensuring the development of the unique potential of each student. Our goal is to develop our students as lifelong learners through a comprehensive and challenging education program that embraces engaging, meaningful practices. Our team structure of the core academics creates small learning communities for our students. Our exceptional fine arts and athletic programs continue to provide opportunities for our students to showcase their intelligence and skills in all areas.

Our school continues to address our achievement gap goals developed through our participation in the Making Middle Grades Work initiative and our School Improvement Plans. Our faculty is involved in continuous professional development to ensure that our students are engaged in their instruction. This year, teachers continued to create common assessments, using the data results to drive classroom instruction. We created a data room with students' assessment data, specifically MAP, PASS and course performance, to provide our teachers with this information in a visual manner. Collaborative planning for instruction both at the team level and grade level continuously takes place to maximize student learning. Our enrichment period allows our students to receive academic support based upon MAP testing results, data that identifies and addresses the academic needs of our students. During that time, we also are challenging our identified Gifted and Talented population with engaging activities geared toward students' areas of strengths.

Response to Intervention strategies at RRMS include use of Compass Learning, a re-teach and re-take policy, Lunch and Learn, and the use of Incompletes for performance at less than the mastery level. Our after-school Homework Club allows students to work on homework assignments with the aid of a certified teacher two days a week. Our 6th and 7th graders participated in peer tutoring during lunch and before school. In addition, we added the Success Program, sponsored by the Optimist Club, in all grades along with our established mentoring programs in seventh and eighth grades to help students over the most difficult times. We will begin our Watch Dog Dads program in the fall of 2011. Teachers continue to train on technology to enrich our instructional program. RRMS achieved AYP status in 2010 by meeting all 21 AYP objectives. We were also awarded the Palmetto Silver Award for making substantial gains in closing our achievement gap.

RRMS students, staff and community participated in service learning and charity projects this year. Our school raised over \$1000 for Multiple Sclerosis. We also participated in our district's Back the Pack food drive, Christmas charities, and Special Olympics, to name a few. Our SIC and PTO continue to support our efforts at RRMS through volunteer hours and fundraising, ensuring that our school meets the needs of our students, teachers, and community.

Jean Dickson, Principal/Cathy Villaret, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	212	92
Percent satisfied with learning environment	97.5%	71.2%	87.9%
Percent satisfied with social and physical environment	97.5%	80.9%	86.8%
Percent satisfied with school-home relations	85.0%	79.0%	76.9%

* 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

NO

This school met 15 out of 21 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

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	718	99.9	25.6	29.4	45	81.8	83.1	82.4	Yes	Yes
Gender										
Male	369	99.7	27.1	31.9	41	82.5	79.5	78.7	N/A	N/A
Female	349	100	24	26.7	49.2	81.1	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	361	99.7	10.6	25.4	64	94.6	91.2	88.9	Yes	Yes
African American	321	100	43.4	34.1	22.5	66.2	72.4	72.9	No	Yes
Asian/Pacific Islander	13	100	8.3	25	66.7	91.7	95.7	93	I/S	I/S
Hispanic	21	100	33.3	28.6	38.1	85.7	77.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
Disability Status										
Disabled	123	100	60.2	29.7	10.2	56.8	54.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	29.4	29.4	41.2	82.4	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	358	99.7	42.6	33.9	23.4	68.5	75	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	718	99.9	27.5	36	36.5	81.2	83.2	81.9	Yes	Yes
Gender										
Male	369	99.7	28.8	37	34.2	80.8	80.9	79.9	N/A	N/A
Female	349	100	26.1	34.8	39	81.7	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	361	99.7	11.4	33.1	55.4	92.3	91	88.9	Yes	Yes
African American	321	100	46.7	39.7	13.6	67.5	72.6	71.4	No	Yes
Asian/Pacific Islander	13	100	8.3	16.7	75	100	96.4	94.6	I/S	I/S
Hispanic	21	100	28.6	38.1	33.3	81	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
Disability Status										
Disabled	123	100	65.3	27.1	7.6	50.8	51.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	29.4	29.4	41.2	76.5	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	358	99.7	45	38.4	16.5	67.9	75.4	74.9	No	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
Science								
All Students	478	100	18.3	44.1	37.6	81.7	72.1	68.6
Gender								
Male	256	100	15.5	46.5	38	84.5	71.1	68.3
Female	222	100	21.6	41.3	37.1	78.4	73.2	68.9
Racial/Ethnic Group								
White	250	100	6.2	37.3	56.4	93.8	84.8	80.7
African American	208	100	34.3	51.5	14.1	65.7	54.6	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	13	100	7.7	53.8	38.5	92.3	66.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	61.7	70.8
Disability Status								
Disabled	83	100	45.7	43.2	11.1	54.3	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	236	100	30.8	51.1	18.1	69.2	60.3	57.3
Social Studies								
All Students	479	100	27.6	34.6	37.8	72.4	75.9	72.5
Gender								
Male	240	100	25.8	35.2	39.1	74.2	75.8	72
Female	239	100	29.5	33.9	36.6	70.5	76	73.1
Racial/Ethnic Group								
White	237	100	10	34.2	55.8	90	85.6	81
African American	218	100	47.8	34.6	17.6	52.2	63.2	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	13	100	46.2	38.5	15.4	53.8	66.9	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.8	73.5
Disability Status								
Disabled	77	100	64.4	26	9.6	35.6	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	25	33.3	41.7	75	67.7	69.7
Socio-Economic Status								
Subsidized meals	239	100	47.3	36	16.7	52.7	65.4	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
Writing										
All Students	222	99.6	28	34.6	37.4	72	75.7	73.2	96.8	96.2
Gender										
Male	123	99.2	26.1	46.1	27.8	73.9	71	67.2	96.5	96.1
Female	99	100	30.2	20.8	49	69.8	80.6	79.4	97.1	96.3
Racial/Ethnic Group										
White	114	100	7.3	33.6	59.1	92.7	87.4	81.5	97.1	96.1
African American	99	99	51.1	34.8	14.1	48.9	60.2	61.3	96.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	98.7	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.3	66.7	96.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	95.6	94.6
Disability Status										
Disabled	40	100	66.7	30.8	2.6	33.3	36.4	26	95.8	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.7	65.7	97.8	96.7
Socio-Economic Status										
Subsidized meals	107	99.1	52	34.7	13.3	48	64.6	63.2	96.1	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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	245	100	22.1	36.6	41.3	77.9
	7	226	91.2	16.8	29.1	54.1	83.2
	8	234	100	29	22.6	48.4	71
2011	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	256	100	26.1	33.5	40.4	73.9
	7	240	100	22.5	29	48.5	77.5
	8	222	99.6	28.4	25.1	46.4	71.6
Mathematics							
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	245	100	20.9	43.8	35.3	79.1
	7	226	91.2	19.4	31.6	49	80.6
	8	234	100	28.5	37.6	33.9	71.5
2011	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	256	100	25.3	43.3	31.4	74.7
	7	240	100	26	32	42	74
	8	222	99.6	31.8	31.8	36.5	68.2
Science							
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	124	99.2	34.7	44.1	21.2	65.3
	7	206	100	11.7	34.2	54.1	88.3
	8	116	100	25.5	32.7	41.8	74.5
2011	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	128	100	26.2	60.7	13.1	73.8
	7	240	100	14.7	44.2	41.1	85.3
	8	110	100	17.1	24.8	58.1	82.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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	121	100	21.6	52.6	25.9	78.4
	7	206	100	25.5	32.1	42.3	74.5
	8	118	100	24.3	29.7	45.9	75.7
2011	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	128	100	24.4	46.3	29.3	75.6
	7	240	100	26.4	31.6	42	73.6
	8	111	100	34	27.4	38.7	66
Writing							
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	246	99.6	25.5	41.3	33.2	74.5
	7	227	100	26.1	38.5	35.3	73.9
	8	235	99.2	21.4	35.9	42.7	78.6
2011	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	222	99.6	28	34.6	37.4	72

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