



Rosenwald Elementary/Middle

508 Church Street
Society Hill, SC 29593

Grades	PK-8 Elementary School	
Enrollment	170 Students	
Principal	Kimberly Mason	843-398-2700
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	Good
2006	At-Risk	Good
2005	Below Average	Average

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 2008-09 whose 2007-08 test scores were located

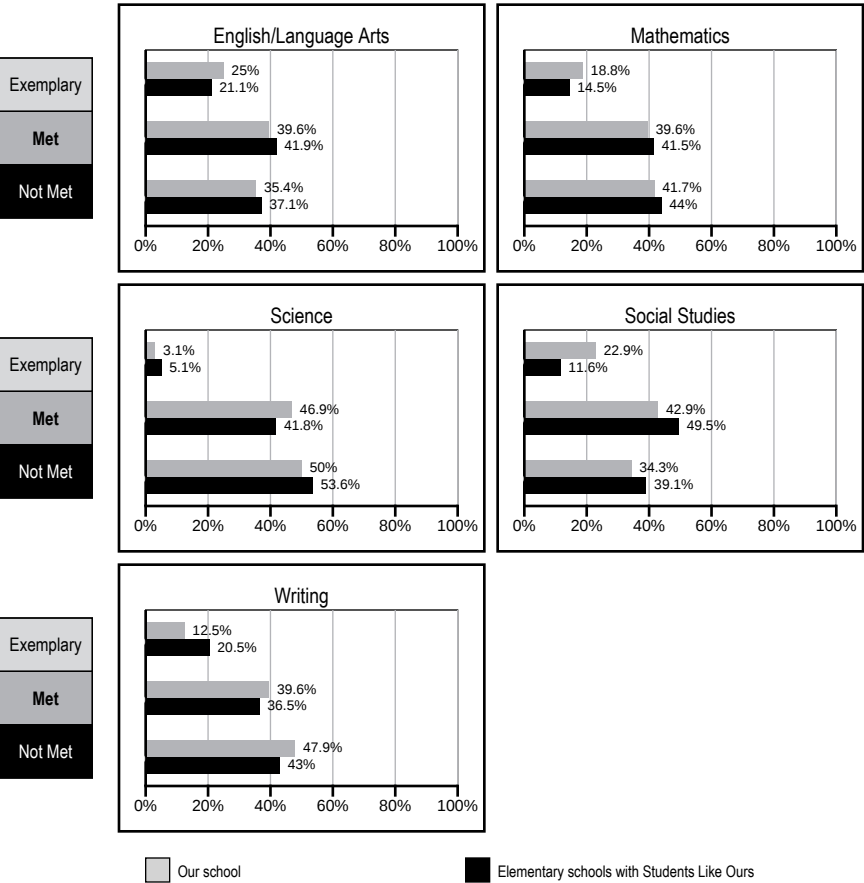
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	49	49	29

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=170)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.5%	2.5%	1.9%
Attendance rate	97.0%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	0.9%	Up from 0.8%	2.7%	10.0%
With disabilities other than speech	7.4%	Up from 6.3%	7.4%	7.7%
Older than usual for grade	2.1%	Up from 1.8%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	50.0%	Down from 64.7%	57.0%	59.4%
Continuing contract teachers	50.0%	Down from 76.5%	70.6%	80.0%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	77.2%	Down from 81.2%	81.2%	85.9%
Teacher attendance rate	97.3%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$46,901	Down 14.5%	\$45,550	\$47,149
Professional development days/teacher	19.3 days	Up from 17.2 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	Down from 6.0	2.0	4.0
Student-teacher ratio in core subjects	11.8 to 1	Down from 12.9 to 1	16.4 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 87.6%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Good	Excellent
Dollars spent per pupil**	\$10,240	Down 1.5%	\$8,730	\$7,458
Percent of expenditures for instruction**	68.1%	Up from 63.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	63.3%	Up from 53.2%	61.8%	63.2%

* 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

The Rosenwald Eagles continued to soar in the 2008-2009 school year. We made significant progress academically as measured by MAP in both Elementary and Middle School grades. At least 32% of students advanced to the next performance level in ELA and Math. Primary grades showed gains in reading as measured by Dominic Reading Assessment and MAP. The school had a successful second year implementing the nationally recognized Teacher Advancement Program (TAP). Kindergarten and first grade implemented Project ACTS (Activating Children's Thinking Skills) to learn about Art Costa's Habits of Mind. We installed a middle-school computer lab and reached 100% of classrooms equipped with technology, including an LCD projector and computer.

To complete the educational experiences, Rosenwald students participated in newly formed extracurricular and character-building activities, including Boy's Basketball (reinstated after 25 years), a jazz band program, an Academic Challenge Team, the Ambassadors Program, a Jr. BETA Club, and Running Club. Our students placed 1st in the Middle School Division of 2009 Coker College 5K Run and 2nd in the Elementary Division.

As a school, we increased the use of positive behavior strategies through the REMS system, a monetary system for good grades, a year-long service learning project supporting Relay for Life, and use of Triple P with parents. Additionally, we continued our membership and action plan with the National Network of Partnership Schools (NNPS).

While the students experienced new aspects of 21st Century schooling, teachers excelled at Rosenwald. We are home to not only the 2008-2009 Darlington County School District Teacher of the Year, but also the 2009 Darlington County School District Outstanding First-Year Teacher of the Year. One of our master teachers was featured in Education Week and presented at the National TAP Conference and South Carolina's TAP University. Several teachers began or completed advanced degrees this year. At least five of our teachers presented at district professional development sessions and served on curriculum committees for ELA and Math.

Go Eagles!

Kim Mason, Principal
Sharon Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

NI-DELAY

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	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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

All Students	106	100	41.8	41.8	16.3	80.6	76.8	82.8	Yes	Yes
Gender										
Male	50	100	43.2	45.5	11.4	84.1	74.1	79.3	N/A	N/A
Female	56	100	40.7	38.9	20.4	77.8	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	86.7	89.5	I/S	I/S
African American	103	100	42.7	42.7	14.6	80.2	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	36.4	48.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	102	100	41.5	42.6	16	80.9	71.8	75.5	Yes	Yes

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

All Students	106	100	33.7	53.1	13.3	78.6	74.6	78.9	Yes	Yes
Gender										
Male	50	100	25	61.4	13.6	81.8	74	77	N/A	N/A
Female	56	100	40.7	46.3	13	75.9	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	84.6	87.2	I/S	I/S
African American	103	100	34.4	53.1	12.5	78.1	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	36.4	44.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	102	100	33	53.2	13.8	78.7	69.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	67	100	50	48.4	1.6	50	61.7	67.5
Gender								
Male	31	100	N/AV	N/AV	N/AV	46.4	62	67
Female	36	100	47.1	50	2.9	52.9	61.4	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	78.5	79.5
African American	66	100	50.8	47.5	1.6	49.2	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59	59.6
Socio-Economic Status								
Subsided meals	66	100	50.8	47.5	1.6	49.2	53.4	55.1

Social Studies

All Students	70	100	37.5	46.9	15.6	62.5	67.2	72.3
Gender								
Male	34	100	34.5	44.8	20.7	65.5	67.1	71.5
Female	36	100	40	48.6	11.4	60	67.4	73.2
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	78.8	80.7
African American	67	100	38.7	48.4	12.9	61.3	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	67.9
Socio-Economic Status								
Subsided meals	67	100	37.7	45.9	16.4	62.3	61.2	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	105	100	43.9	42.9	13.3	56.1	60	70.2	97	95.8
Gender										
Male	49	100	54.5	38.6	6.8	45.5	52.8	63.2	96.6	95.5
Female	56	100	35.2	46.3	18.5	64.8	67.5	77.5	97.4	96
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	72.3	79.1	92.7	95.3
African American	102	100	44.8	41.7	13.5	55.2	51.3	57.6	97.2	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	62.6	N/A	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	9.1	19.1	26.1	96.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	61.2	N/A	97.2
Socio-Economic Status										
Subsidized meals	96	100	44.4	44.4	11.1	55.6	52.6	58.9	97	95.5

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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							
2009	3	16	100	20	53.3	26.7	80
	4	21	100	42.1	21.1	36.8	57.9
	5	14	100	42.9	50	7.1	57.1
	6	24	100	52.4	33.3	14.3	47.6
	7	10	I/S	I/S	I/S	I/S	I/S
	8	21	100	N/AV	N/AV	N/AV	40
Mathematics							
2009	3	16	100	46.7	40	13.3	53.3
	4	21	100	21.1	42.1	36.8	78.9
	5	14	100	N/AV	N/AV	N/AV	35.7
	6	24	100	19	71.4	9.5	81
	7	10	I/S	I/S	I/S	I/S	I/S
	8	21	100	40	55	5	60
Science							
2009	3	8	I/S	I/S	I/S	I/S	I/S
	4	21	100	36.8	57.9	5.3	63.2
	5	6	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/AV	N/AV	N/AV	27.3
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	8	I/S	I/S	I/S	I/S	I/S
	4	21	100	5.3	63.2	31.6	94.7
	5	8	I/S	I/S	I/S	I/S	I/S
	6	12	100	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	11	100	I/S	I/S	I/S	I/S
Writing							
2009	3	16	100	46.7	40	13.3	53.3
	4	21	100	52.6	36.8	10.5	47.4
	5	14	100	42.9	42.9	14.3	57.1
	6	24	100	42.9	42.9	14.3	57.1
	7	10	I/S	I/S	I/S	I/S	I/S
	8	20	100	45	45	10	55

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