

Rosewood Elementary

3300 Rosewood Drive
Columbia, South Carolina

Grades	K-5 Elementary School	
Enrollment	404 Students	
Principal	Dr. Theodore Wachter	803-343-2930
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	**Excellent**	**Good**
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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.

http://ed.sc.gov
http://www.eoc.sc.gov

Rosewood Elementary	06/01/10-4001054

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

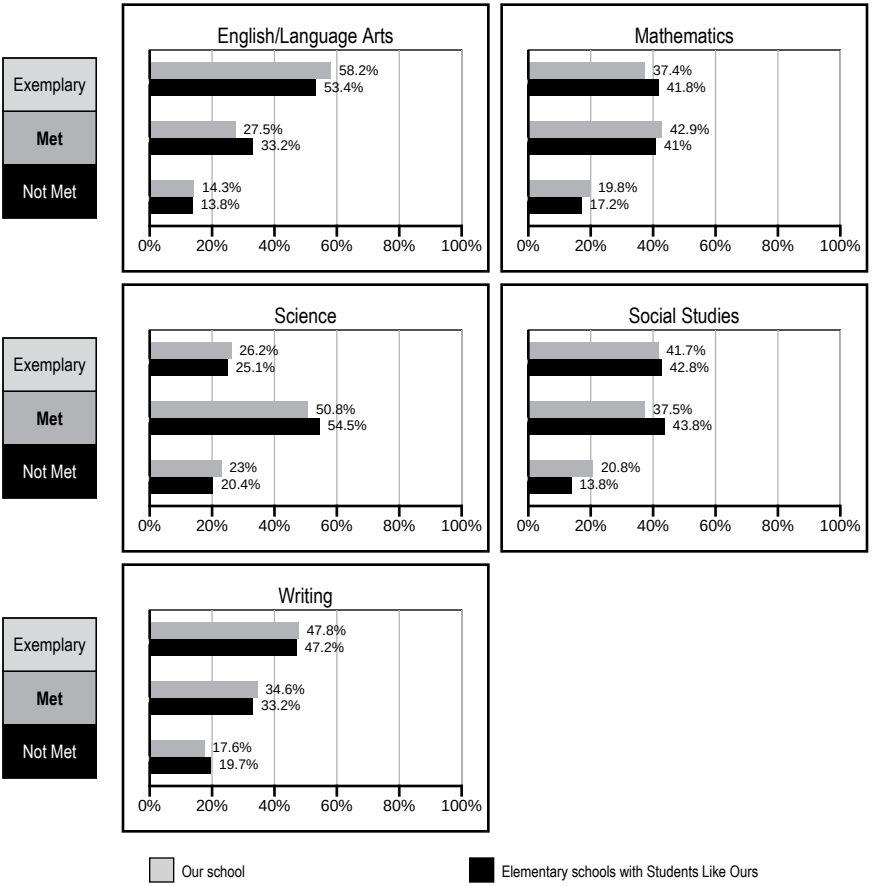
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	9	4	0	0

* 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

Rosewood Elementary				06/01/10-4001054
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=404)				
First graders who attended full-day kindergarten	100.0%	Up from 93.6%	100.0%	100.0%
Retention rate	1.2%	Up from 0.7%	1.7%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.8%	96.3%
Eligible for gifted and talented	30.7%	Down from 34.5%	18.2%	10.0%
With disabilities other than speech	4.7%	Up from 3.7%	6.7%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	71.0%	Up from 69.0%	59.7%	59.4%
Continuing contract teachers	71.0%	Down from 75.9%	83.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 89.0%	86.7%	85.9%
Teacher attendance rate	93.7%	Down from 95.4%	95.6%	95.1%
Average teacher salary*	$51,306	Up 5.0%	$48,542	$47,149
Professional development days/teacher	6.6 days	Down from 11.8 days	10.9 days	11.1 days
School				
Principal's years at school	33.0	Up from 32.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 19.2 to 1	20.4 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 90.3%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.9%	99.9%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,970	Up 0.6%	$6,633	$7,458
Percent of expenditures for instruction**	76.3%	Up from 75.3%	70.6%	68.8%
Percent of expenditures for teacher salaries**	72.0%	Down from 72.5%	66.1%	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

Rosewood Elementary School, which is in its eighty-fifth year, is one of Columbia's most diverse and high-achieving schools. While approximately forty percent of our students qualify for free or reduced lunch, our school has one of the largest percentages of Advanced Academic Placement (AAP) students in the district.

For the 2000-2001 and 2001-2002 school years, our school was awarded the state's Palmetto Silver Award for students' improvement on PACT. In 2002-2003, our school earned a "Good" achievement rating. In 2003-2004, our school received an "Excellent" school report card rating. In 2004-2005, 2005-2006, 2007-2008, and 2008-2009, we received "Good" ratings.

In kindergarten, students learn how to read with the help of "Breakthrough to Literacy," a computerized and individualized program of reading instruction. Beginning in first grade, students needing extra help in reading and/or math are provided smaller classes in these subjects. Beginning in third grade, students are eligible for academically advanced classes in reading and math. Each grade level sponsors its own community-service project. Our conservation and recycling efforts have led to recognition as an environmentally friendly Earth Flag school.

Test results indicate that approximately one-fifth of our students do not demonstrate basic competency in reading and mathematics. We have addressed this problem by significantly enlarging the scope of our "Accelerated Reader Program" thanks to a generous donation from our parent and teacher association. The program, through individualized goals and computerized assessment, encourages students to read books and rewards them for their efforts. Also, we have implemented an after-school remedial program for third-, fourth- and fifth-grade students who scored "Below Basic" on PACT.

We have developed programs and curriculum that help students resolve conflicts peacefully and increase their awareness of desirable character traits as members of a community. We also encourage students to participate in service projects at each grade level.

Our school is fortunate to have a strong group of parents who volunteer their time. Our local Publix grocery and the Shandon/Rosehill Neighborhood Association have donated generously to our school. We offer an after-school dance class for fourth graders and a chess club for fifth graders, which is taught by parent volunteers.

Ted Wachter, Principal, Rosewood Elementary
LaJuanya Jones, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	58	47
Percent satisfied with learning environment	100.0%	94.8%	93.3%
Percent satisfied with social and physical environment	100.0%	91.4%	95.7%
Percent satisfied with school-home relations	96.2%	96.6%	91.3%

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

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School Adequate Yearly Progress	YES

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	

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	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	1.3%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Rosewood Elementary										06/01/10-4001054
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	185	100	14.3	27.5	58.2	92.9	78.6	82.8	Yes	Yes
Gender										
Male	88	100	15.1	26.7	58.1	93	74.4	79.3	N/A	N/A
Female	97	100	13.5	28.1	58.3	92.7	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	112	100	4.5	23.4	72.1	99.1	93.7	89.5	Yes	Yes
African American	65	100	32.8	32.8	34.4	81.3	74.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	12	100	33.3	41.7	25	100	51.2	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	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	69	100	29.4	38.2	32.4	85.3	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	185	100	19.8	42.9	37.4	86.3	70.3	78.9	Yes	Yes
Gender										
Male	88	100	16.3	45.3	38.4	87.2	67.8	77	N/A	N/A
Female	97	100	22.9	40.6	36.5	85.4	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	112	100	9.9	41.4	48.6	94.6	89.9	87.2	Yes	Yes
African American	65	100	39.1	43.8	17.2	70.3	64.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	12	100	50	33.3	16.7	58.3	36.5	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	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	69	100	32.4	48.5	19.1	73.5	64	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	125	100	23	50.8	26.2	77	58.1	67.5
Gender								
Male	56	100	20.4	51.9	27.8	79.6	57	67
Female	69	100	25	50	25	75	59.1	68
Racial/Ethnic Group								
White	74	100	12.3	50.7	37	87.7	85.9	79.5
African American	44	100	44.2	51.2	4.7	55.8	50.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	27.5	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	53.2	59.6
Socio-Economic Status								
Subsized meals	47	100	39.1	50	10.9	60.9	49.1	55.1
Social Studies								
All Students	121	100	20.8	37.5	41.7	79.2	65.2	72.3
Gender								
Male	58	100	22.4	27.6	50	77.6	63.1	71.5
Female	63	100	19.4	46.8	33.9	80.6	67.2	73.2
Racial/Ethnic Group								
White	76	100	9.2	34.2	56.6	90.8	87.9	80.7
African American	41	100	41.5	43.9	14.6	58.5	59.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.4	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	63.6	67.9
Socio-Economic Status								
Subsized meals	48	100	38.3	40.4	21.3	61.7	58	62.1

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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	185	100	17.6	34.6	47.8	82.4	63.9	70.2	96.8	95.9
Gender										
Male	88	100	25.6	31.4	43	74.4	55.8	63.2	96.9	95.7
Female	97	100	10.4	37.5	52.1	89.6	71.9	77.5	96.6	96.2
Racial/Ethnic Group										
White	112	100	11.7	28.8	59.5	88.3	86.2	79.1	96.8	96
African American	65	100	28.1	45.3	26.6	71.9	58	57.6	96.7	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	86.2	96.8	96.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.8	62.6	96.6	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	50	22.3	26.1	95.8	95
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	61.2	61.2	97.7	96.2
Socio-Economic Status										
Subsized meals	69	100	29.4	47.1	23.5	70.6	56.7	58.9	96.5	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							
2009	3	59	100	17.2	24.1	58.6	82.8
	4	61	100	15	20	65	85
	5	65	100	10.9	37.5	51.6	89.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	59	100	27.6	44.8	27.6	72.4
	4	61	100	11.7	45	43.3	88.3
	5	65	100	20.3	39.1	40.6	79.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	31	41.4	27.6	69
	4	61	100	16.7	56.7	26.7	83.3
	5	34	100	27.3	48.5	24.2	72.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	34.5	34.5	31	65.5
	4	61	100	16.7	30	53.3	83.3
	5	31	100	16.1	54.8	29	83.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	59	100	29.3	31	39.7	70.7
	4	61	100	13.3	35	51.7	86.7
	5	65	100	10.9	37.5	51.6	89.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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