



ROSENWALD ELEMENTARY/MIDDLE

508 Church Street
Society Hill, SC 29593

Grades	PK-8 Elementary School	
Enrollment	186 Students	
Principal	Kimberly Mason	843-398-2700
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	Good
2006	At-Risk	Good

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 | 97.4%

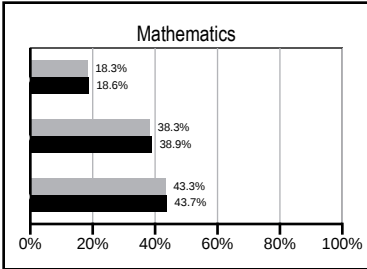
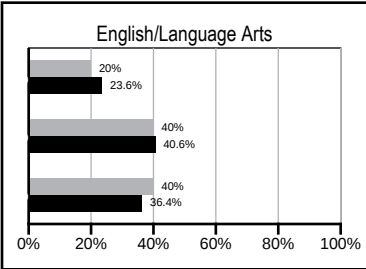
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	51	46	18

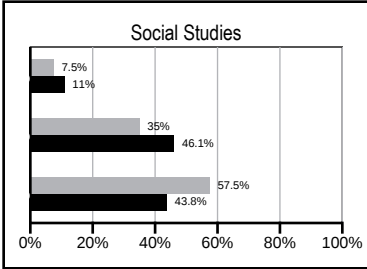
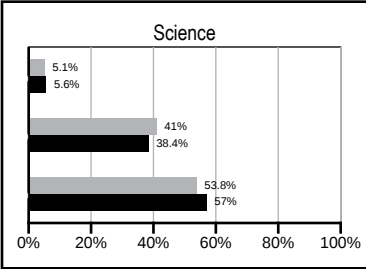
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

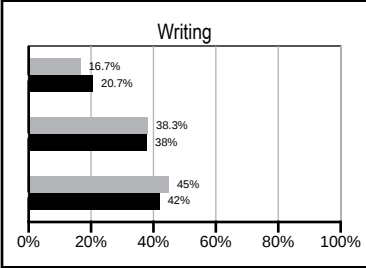
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school Elementary schools with Students Like Ours

* 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=186)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.4%	1.3%	1.2%
Attendance rate	96.5%	Down from 97.0%	95.9%	96.1%
Eligible for gifted and talented	0.9%	No Change	4.1%	11.7%
With disabilities other than speech	3.8%	Down from 7.4%	8.5%	8.0%
Older than usual for grade	1.4%	Down from 2.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	46.7%	Down from 50.0%	59.4%	60.5%
Continuing contract teachers	60.0%	Up from 50.0%	78.2%	84.6%
Teachers with emergency or provisional certificates	9.1%	Up from 8.3%	0.0%	0.0%
Teachers returning from previous year	75.8%	Down from 77.2%	82.4%	87.0%
Teacher attendance rate	93.7%	Down from 97.3%	95.2%	95.4%
Average teacher salary*	\$46,219	Down 1.5%	\$45,164	\$47,288
Professional development days/teacher	19.7 days	Up from 19.3 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 11.8 to 1	17.2 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 91.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,604	Up 23.1%	\$8,918	\$7,548
Percent of expenditures for instruction**	66.7%	Down from 68.1%	67.9%	68.7%
Percent of expenditures for teacher salaries**	61.6%	Down from 63.3%	62.1%	65.1%

* 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

The 2009-10 school year has brought many opportunities for learning, achievement, and service to school and community. In the Elementary grades, K-5, students participated in expanded Balance Literacy efforts, increased reading goals, and an array of experiences outside the classroom. Each student participated in Literacy stations to improve their skills in fluency, reading comprehension, and vocabulary. The students performed in a great musical entitled "A Rainbow Christmas," visited Ripley's Aquarium, participated in Running Club, supported a Penny War to benefit the elderly of Society Hill, and portrayed archeologists with Diamond Dan in a fossil dig.

Our Middle School students also engaged in productive, learning activities throughout the school year. They experienced expanded Balanced Literacy through the Janet Allen Plugged In Curriculum and seven of ten eighth graders were successful in earning high school credit in Algebra I. Additionally, they continued with extracurricular activities including BETA, Academic Challenge, Rosenwald Ambassadors, Running Club, Cheerleading, and Basketball.

Approximately half of the students in grades 5-8 participated in our Philadelphia/Washington trip this year. The Rosenwald Middlers participated in national drug prevention efforts, hosting a Town Hall Meeting this spring. Our parents were very supportive this year as demonstrated with record breaking attendance at Grits for Grandparents, Donuts for Dads, and Muffins for Moms. They participated in our family nights and continued to volunteer and donate supplies for school-wide events.

As a school, we maintained our National Network of Partnership Schools agenda, working to make our school family-friendly. Teachers continued to enhance their skills through school level training, TAP cluster meetings, district professional development, and state level conferences. Our school received the district's "Clean School of the Year" Award for Division I schools for 2009-10.

As a whole, the Rosenwald Eagles met high expectations with innovation, creativity, and determination. The Rosenwald Eagles continued to "Soar to Greater Heights because Learning has no Limits!"

Sharon Johnson, SIC Chairperson
Kim Mason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	29	17
Percent satisfied with learning environment	66.7%	89.3%	82.4%
Percent satisfied with social and physical environment	73.3%	79.3%	81.3%
Percent satisfied with school-home relations	66.7%	79.3%	81.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	103	100	47.5	34.3	18.2	78.8	79.8	83.5	Yes	Yes
Gender										
Male	47	100	60	24.4	15.6	75.6	76.4	80.1	N/A	N/A
Female	56	100	37	42.6	20.4	81.5	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	87.6	89.6	I/S	I/S
African American	102	100	48	33.7	18.4	78.6	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	21.4	50.5	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	0	N/A	N/A	N/A	N/A	N/A	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	47.5	34.3	18.2	78.8	75.1	76.9	Yes	Yes

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

All Students	103	100	40.4	47.5	12.1	73.7	77.1	80.4	Yes	Yes
Gender										
Male	47	100	42.2	42.2	15.6	68.9	75.2	78.4	N/A	N/A
Female	56	100	38.9	51.9	9.3	77.8	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	85.8	87.8	I/S	I/S
African American	102	100	40.8	46.9	12.2	73.5	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	35.7	43.8	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	0	N/A	N/A	N/A	N/A	N/A	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	40.4	47.5	12.1	73.7	72	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

	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	71	100	55.9	41.2	2.9	44.1	64.5	67.3
Gender								
Male	30	100	57.1	39.3	3.6	42.9	63.5	66.9
Female	41	100	55	42.5	2.5	45	65.6	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	79.2	79.6
African American	71	100	55.9	41.2	2.9	44.1	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66	58.6
Socio-Economic Status								
Subsidized meals	71	100	55.9	41.2	2.9	44.1	56.5	55.4

Social Studies

All Students	73	100	52.2	37.7	10.1	47.8	69.5	70.9
Gender								
Male	33	100	67.7	22.6	9.7	32.3	68.6	70.1
Female	40	100	39.5	50	10.5	60.5	70.5	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	79.7	79.2
African American	72	100	51.5	38.2	10.3	48.5	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.2	68
American Indian/Alaskan	0	N/A	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	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	67.5	68
Socio-Economic Status								
Subsidized meals	73	100	52.2	37.7	10.1	47.8	63.5	60.8

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	102	100	42.4	43.4	14.1	57.6	65.2	72.1	96.5	95.5
Gender										
Male	46	100	53.3	42.2	4.4	46.7	58.3	65.2	96.2	95.2
Female	56	100	33.3	44.4	22.2	66.7	72.4	79.2	96.8	95.8
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	76.2	80.8	98.5	94.9
African American	101	100	42.9	42.9	14.3	57.1	57.1	59.7	96.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.6	64.6	98.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	N/AV	20.5	27.7	97	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.8	63.7	98.9	97.1
Socio-Economic Status										
Subsidized meals	102	100	42.4	43.4	14.1	57.6	58.3	61.9	96.5	95.2

Abbreviations for Missing Data

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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
2010	3	21	100	47.6	28.6	23.8	52.4
	4	21	100	31.6	57.9	10.5	68.4
	5	21	100	40	35	25	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	20	100	57.9	31.6	10.5	42.1
	8	10	I/S	I/S	I/S	I/S	I/S
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
2010	3	21	100	52.4	28.6	19	47.6
	4	21	100	36.8	47.4	15.8	63.2
	5	21	100	40	40	20	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	20	100	21.1	73.7	5.3	78.9
	8	10	I/S	I/S	I/S	I/S	I/S
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
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	47.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	20	100	N/A	N/A	N/A	47.4
	8	5	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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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							
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
2010	3	11	100	N/A	N/A	N/A	27.3
	4	21	100	52.6	42.1	5.3	47.4
	5	11	100	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	20	100	52.6	26.3	21.1	47.4
	8	5	I/S	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
2010	3	21	100	61.9	23.8	14.3	38.1
	4	21	100	31.6	57.9	10.5	68.4
	5	21	100	40	35	25	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	19	100	26.3	57.9	15.8	73.7
	8	10	I/S	I/S	I/S	I/S	I/S

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