



ROSEWOOD ELEMENTARY

2240 Rosewood Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	557 Students	
Principal	Stephen Ward	803-981-1540
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	Excellent*
2010	Good	Excellent
2009	Good	Good
2008	Average	Average
2007	Good	Good

* The School's 2011 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 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

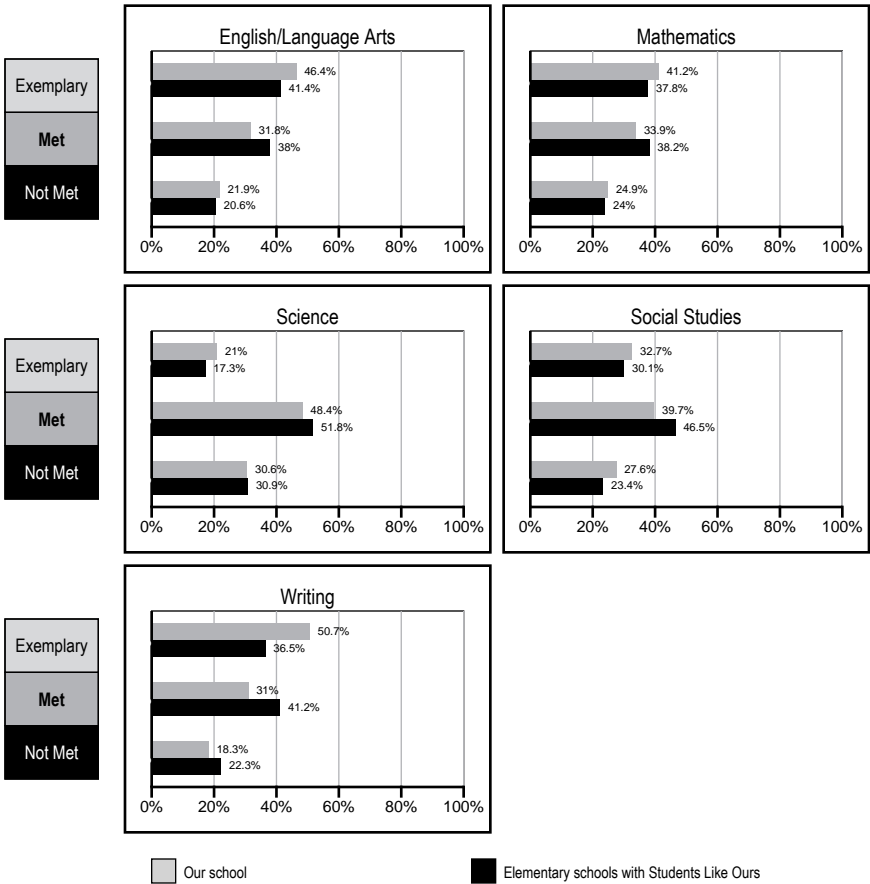
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	34	62	1	0

* Ratings are calculated with data available by 11/09/2011.

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=557)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.5%	1.3%	1.1%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.2%
Served by gifted and talented program	14.8%	Up from 11.2%	14.3%	13.4%
With disabilities other than speech	2.7%	Down from 7.5%	4.9%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	52.6%	Down from 55.8%	61.1%	62.5%
Continuing contract teachers	84.2%	Up from 74.4%	90.1%	88.2%
Teachers returning from previous year	85.0%	Up from 82.8%	88.6%	87.8%
Teacher attendance rate	96.4%	Down from 97.0%	95.2%	95.2%
Average teacher salary*	\$45,750	Down 3.6%	\$46,512	\$46,773
Professional development days/teacher	10.3 days	Down from 13.6 days	10.4 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.1 to 1	20.1 to 1	19.9 to 1
Prime instructional time	90.6%	Down from 92.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 98.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,351	Down 1.2%	\$7,153	\$7,447
Percent of expenditures for instruction**	74.2%	Up from 73.1%	68.1%	68.4%
Percent of expenditures for teacher salaries**	72.5%	Up from 67.4%	65.3%	65.8%

* 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

As an authorized International Baccalaureate Primary Years Programme (IBPYP) school, Rosewood Elementary is part of a global network of schools committed to developing the intellectual, personal, emotional and social skills students need to live, learn and work in a rapidly globalizing world. We have purposefully integrated the state standards of all content areas into six themes with thirty-six unit planners which encompass all students K5 through 5th grade. The units are spiral and are not repeated in content or activities. As a component of IBPYP, all students at Rosewood are learning French, with students in grades 3-5 following the KITE-LL foreign language program for daily instruction. The Learner Profile is a major focus within our school and is used as a tool for character development.

Rosewood Elementary was proud to receive the Palmetto Gold Award for Academic Achievement based on PASS scores. The school also received the Palmetto Silver Award for Closing the Achievement Gap. The combination of these two awards reaffirms that all students at Rosewood are learning at high levels. Rosewood is committed to inquiry-based learning, and differentiated instruction. The school implemented the state's Response to Intervention Model for early intervention of academic and behavioral difficulties. Monthly parent workshops were conducted to provide parents with skills to ensure their child's success. The data collected from technology based programs such as Waterford in grades K-2, Measures of Academic Progress (MAP) in grades 2-5, and SuccessMaker in all grades is combined with results on common assessments to inform instructional decisions in the classroom.

The 2011 Exhibition's overarching theme was "Disasters". The central idea was the relationship between disasters and conflict is interchangeable. The students related this to societal conflicts and environments. There were 8 groups which were the following: Take Action; Environmental; Health; Art; Man-Made Disasters; Natural Disasters; Theater, and the DVD group, a culminating activity of all of the groups as they developed their topics. Social skills, communication skills, self-management skills, research skills, and thinking skills were intertwined into all aspects of their theme. Students took action by creating a commercial to advertise "Lend a hand to Japan" on the Rosewood Elementary International Facebook, they appeared on the school morning show, collected money for two weeks from the students and raised \$453.00, made items out of duct tape to sell at the "Evening of the Arts: (pencil toppers, wallets, purses, etc.), organized a car wash, and joined with the Health group to make cards for the children in Mzuzu in Africa who are suffering from a health disaster, and sent supplies to the soldiers in the Iraq and Afghanistan. Their total earnings were over a \$1,305.00. Students created beautiful sculptures, paintings, and 3-D art work. Their entire 'Exhibition' was seen through different perspectives and an understanding of the needs and the importance of the issues that the world faces today.

The Rosewood PTO had a productive year that included monthly movie nights for families, partnerships with local restaurants for Spirit Nights, a successful Bingo night, celebrating student birthdays each month during lunch, providing lunches and recognition of teachers, and coordinating volunteers for various activities and projects at the school.

Stephen Ward / Principal Heidi Buckley / SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	75	57
Percent satisfied with learning environment	77.6%	73.3%	92.7%
Percent satisfied with social and physical environment	89.8%	66.7%	92.7%
Percent satisfied with school-home relations	79.6%	80.0%	92.7%

* 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

NO

This school met 16 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	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	0.0%	0.0%	Yes
Student attendance rate	95.8%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	255	98.8	20.9	31.9	47.2	90.2	83.1	82.4	Yes	Yes
Gender										
Male	132	98.5	28.9	32.2	38.8	88.4	79.5	78.7	N/A	N/A
Female	123	99.2	12.3	31.6	56.1	92.1	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	110	99.1	10.7	26.2	63.1	96.1	91.2	88.9	Yes	Yes
African American	102	98	31.9	36.3	31.9	84.6	72.4	72.9	Yes	Yes
Asian/Pacific Islander	12	100	9.1	36.4	54.5	90.9	95.7	93	I/S	I/S
Hispanic	31	100	26.7	36.7	36.7	86.7	77.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	83	I/S	I/S
Disability Status										
Disabled	38	92.1	52.9	26.5	20.6	67.6	54.9	48.1	I/S	I/S
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	24	100	30.4	39.1	30.4	82.6	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	99.4	27.7	34.5	37.8	85.8	75	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	255	99.6	24.5	34.2	41.4	84.8	83.2	81.9	Yes	Yes
Gender										
Male	132	100	35	27.6	37.4	78.9	80.9	79.9	N/A	N/A
Female	123	99.2	13.2	41.2	45.6	91.2	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	110	99.1	9.7	32	58.3	96.1	91	88.9	Yes	Yes
African American	102	100	39.8	31.2	29	71	72.6	71.4	No	Yes
Asian/Pacific Islander	12	100	18.2	45.5	36.4	90.9	96.4	94.6	I/S	I/S
Hispanic	31	100	30	46.7	23.3	86.7	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.2	84.4	I/S	I/S
Disability Status										
Disabled	38	97.4	61.1	16.7	22.2	55.6	51.6	47.3	I/S	I/S
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	24	100	34.8	47.8	17.4	87	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	32.9	36.9	30.2	78.5	75.4	74.9	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	171	100	30	48.1	21.9	70	72.1	68.6
Gender								
Male	85	100	41	37.2	21.8	59	71.1	68.3
Female	86	100	19.5	58.5	22	80.5	73.2	68.9
Racial/Ethnic Group								
White	71	100	16.7	53	30.3	83.3	84.8	80.7
African American	71	100	45.5	36.4	18.2	54.5	54.6	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	22	100	N/AV	N/AV	N/AV	68.2	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	70.8
Disability Status								
Disabled	23	100	54.5	36.4	9.1	45.5	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	17	100	N/AV	N/AV	N/AV	75	63.5	60.7
Socio-Economic Status								
Subsidized meals	103	100	36.2	52.1	11.7	63.8	60.3	57.3
Social Studies								
All Students	172	100	26.7	41	32.3	73.3	75.9	72.5
Gender								
Male	91	100	27.9	40.7	31.4	72.1	75.8	72
Female	81	100	25.3	41.3	33.3	74.7	76	73.1
Racial/Ethnic Group								
White	70	100	18.8	31.9	49.3	81.2	85.6	81
African American	74	100	36.4	45.5	18.2	63.6	63.2	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	18	100	23.5	58.8	17.6	76.5	66.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	73.5
Disability Status								
Disabled	31	100	50	33.3	16.7	50	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	16	100	26.7	60	13.3	73.3	67.7	69.7
Socio-Economic Status								
Subsidized meals	118	100	31.8	45.8	22.4	68.2	65.4	62.9

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	77	100	18.3	31	50.7	81.7	75.7	73.2	95.8	96.2
Gender										
Male	43	100	30	30	40	70	71	67.2	95.8	96.1
Female	34	100	3.2	32.3	64.5	96.8	80.6	79.4	95.8	96.3
Racial/Ethnic Group										
White	34	100	12.5	18.8	68.8	87.5	87.4	81.5	95.5	96.1
African American	27	100	16.7	41.7	41.7	83.3	60.2	61.3	96.1	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	87	96.2	97.5
Hispanic	14	100	38.5	38.5	23.1	61.5	65.3	66.7	96.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	86.4	94.6
Disability Status										
Disabled	11	100	54.5	36.4	9.1	45.5	36.4	26	96.1	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	82.2	93
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	54	100	20.8	39.6	39.6	79.2	64.6	63.2	95.2	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	101	99	20.4	32.3	47.3	79.6
	4	93	98.9	19.5	32.9	47.6	80.5
	5	98	100	10.3	43.7	46	89.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	93	98.9	24.1	20.7	55.2	75.9
	4	86	97.7	22.8	46.8	30.4	77.2
	5	76	100	14.5	29	56.5	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	101	99	26.9	35.5	37.6	73.1
	4	93	98.9	14.6	42.7	42.7	85.4
	5	98	100	12.6	42.5	44.8	87.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	93	100	25	26.1	48.9	75
	4	86	98.8	27.5	45	27.5	72.5
	5	76	100	20.3	31.9	47.8	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	49	100	40	40	20	60
	4	93	100	19.3	59	21.7	80.7
	5	49	100	22.2	55.6	22.2	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	34.9	30.2	34.9	65.1
	4	86	100	32.1	55.6	12.3	67.9
	5	39	100	19.4	52.8	27.8	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	52	96.2	26.1	47.8	26.1	73.9
	4	93	100	16.9	51.8	31.3	83.1
	5	50	100	14.3	38.1	47.6	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	25.5	29.8	44.7	74.5
	4	86	100	29.6	50.6	19.8	70.4
	5	37	100	21.2	33.3	45.5	78.8
	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							
2010	3	102	97.1	23.7	43	33.3	76.3
	4	93	96.8	18.5	38.3	43.2	81.5
	5	96	100	11.4	36.4	52.3	88.6
	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
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	77	100	18.3	31	50.7	81.7
	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

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