



## Rosewood Elementary

3300 Rosewood Drive  
Columbia, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	404 Students	
<b>Principal</b>	Dr. Theodore Wachter	803-343-2930
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Average
2004	Excellent	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

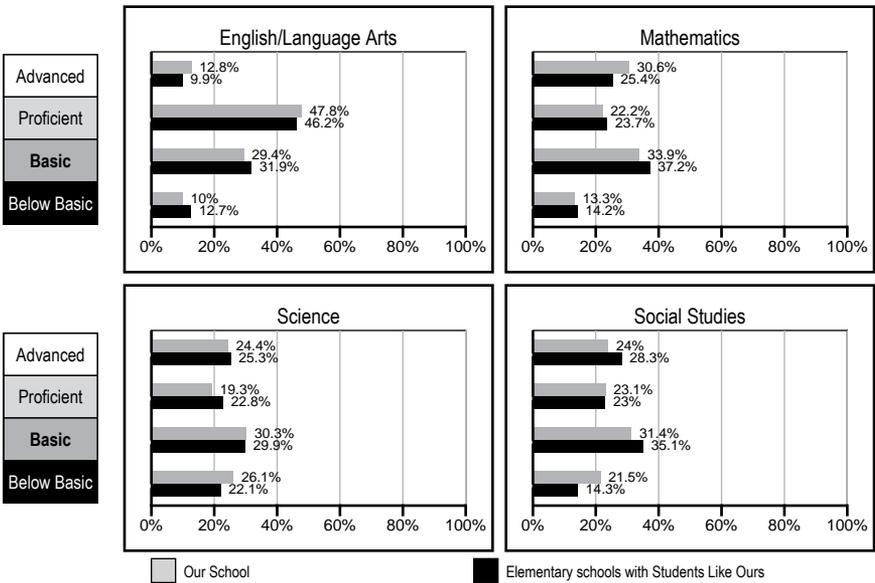
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
7	20	20	2	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=404)</b>				
First graders who attended full-day kindergarten	93.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.7%	Down from 0.8%	1.6%	2.3%
Attendance rate	96.7%	Up from 96.6%	96.7%	96.3%
Eligible for gifted and talented	34.5%	Down from 38.7%	18.8%	10.4%
With disabilities other than speech	3.7%	Down from 5.4%	7.1%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	69.0%	Up from 65.5%	60.3%	56.7%
Continuing contract teachers	75.9%	Down from 79.3%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 93.1%	87.6%	86.4%
Teacher attendance rate	95.4%	Up from 95.2%	95.3%	94.9%
Average teacher salary	\$48,848	Up 3.6%	\$46,664	\$45,345
Professional development days/teacher	11.8 days	Up from 8.9 days	11.5 days	12.6 days
<b>School</b>				
Principal's years at school	32.0	Up from 31.0	3.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 16.7 to 1	20.4 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 90.8%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,925	Down 3.5%	\$6,507	\$7,052
Percent of expenditures for instruction*	75.3%	No Change	70.6%	69.1%
Percent of expenditures for teacher salaries*	72.5%	Up from 71.8%	65.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Rosewood Elementary School, in its eighty-third 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 2000-01 and 2000-02 school years, our school was awarded the state's Palmetto Silver Award for students' improvement on PACT. In 2002-03, our school earned a "Good" achievement rating. In 2003-04, our school received an "Excellent" school report card rating. In 2004-05, 2005-06, and 2007-08, 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 help students 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, taught by parent volunteers.

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

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	65	50
Percent satisfied with learning environment	96.6%	81.5%	94.0%
Percent satisfied with social and physical environment	100.0%	84.4%	87.8%
Percent satisfied with school-home relations	96.4%	83.1%	87.8%

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

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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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	192	100	10	29.4	47.8	12.8	70.6	41.2	48.2	Yes	Yes
<b>Gender</b>											
Male	94	100	13.5	23.6	53.9	9	71.9	35	41.7	N/A	N/A
Female	98	100	6.6	35.2	41.8	16.5	69.2	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	112	100	2.8	27.5	53.2	16.5	80.7	73	60	Yes	Yes
African American	71	100	22.2	30.2	41.3	6.3	55.6	33.3	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	20	70	10	0	40	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	79	100	20.6	39.7	33.8	5.9	51.5	31.2	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	192	100	13.3	33.9	22.2	30.6	63.3	34.9	45.8	Yes	Yes
<b>Gender</b>											
Male	94	100	11.2	30.3	23.6	34.8	67.4	33.8	45.6	N/A	N/A
Female	98	100	15.4	37.4	20.9	26.4	59.3	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	112	100	4.6	30.3	25.7	39.4	75.2	71.2	59	Yes	Yes
African American	71	100	23.8	42.9	19	14.3	46	25.8	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	40	20	30	10	40	12.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	79	100	26.5	45.6	16.2	11.8	39.7	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	128	100	26.1	30.3	19.3	24.4	43.7	25.3	35.7	96.7	96.1
<b>Gender</b>											
Male	60	100	26.3	24.6	17.5	31.6	49.1	26	37.4	96.8	95.8
Female	68	100	25.8	35.5	21	17.7	38.7	24.6	33.8	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	72	100	15.9	30.4	23.2	30.4	53.6	61.9	49.2	96.8	96.3
African American	50	100	43.2	29.5	15.9	11.4	27.3	16.4	17	96.5	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	96.3	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	94.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.1	94.6
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	96.2	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	96.9	96.7
<b>Socio-Economic Status</b>											
Subsided meals	49	100	48.8	34.1	9.8	7.3	17.1	15.1	21.1	96.1	95.8
<b>Social Studies</b>											
All Students	129	100	21.5	31.4	23.1	24	47.1	27.2	34	96.7	96.1
<b>Gender</b>											
Male	63	100	18.6	22	27.1	32.2	59.3	28.1	36.6	96.8	95.8
Female	66	100	24.2	40.3	19.4	16.1	35.5	26.2	31.3	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	76	100	10.7	32	22.7	34.7	57.3	60.9	44.5	96.8	96.3
African American	48	100	38.1	33.3	23.8	4.8	28.6	18.2	19.1	96.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	96.3	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	94.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.1	94.6
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	96.2	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.9	96.7
<b>Socio-Economic Status</b>											
Subsided meals	54	100	42.6	25.5	25.5	6.4	31.9	16.8	21	96.1	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	65	100	6.8	22	61	10.2	71.2
	4	65	100	9.8	37.7	47.5	4.9	52.5
	5	68	100	7.7	44.6	46.2	1.5	47.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	57	100	1.8	14.5	60	23.6	83.6
	4	65	100	8.3	28.3	53.3	10	63.3
	5	70	100	18.5	43.1	32.3	6.2	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	65	100	18.6	39	18.6	23.7	42.4
	4	65	100	6.6	41	19.7	32.8	52.5
	5	68	100	13.8	47.7	18.5	20	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	57	100	9.1	40	25.5	25.5	50.9
	4	65	100	8.3	36.7	18.3	36.7	55
	5	70	100	21.5	26.2	23.1	29.2	52.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	33	100	36.7	33.3	20	10	30
	4	65	100	27.9	27.9	21.3	23	44.3
	5	35	100	30.3	36.4	9.1	24.2	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	100	7.4	33.3	29.6	29.6	59.3
	4	65	100	25	36.7	20	18.3	38.3
	5	35	100	43.8	15.6	9.4	31.3	40.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	32	100	13.8	48.3	31	6.9	37.9
	4	65	100	18	39.3	9.8	32.8	42.6
	5	33	100	25	46.9	21.9	6.3	28.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	29	100	14.3	28.6	28.6	28.6	57.1
	4	65	100	15	31.7	25	28.3	53.3
	5	35	100	39.4	33.3	15.2	12.1	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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