



Rosewood Elementary

2240 Rosewood Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	610 Students	
Principal	Stephen Ward	803-981-1540
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Average
2007	Good	Good
2006	Good	Below Average
2005	Excellent	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

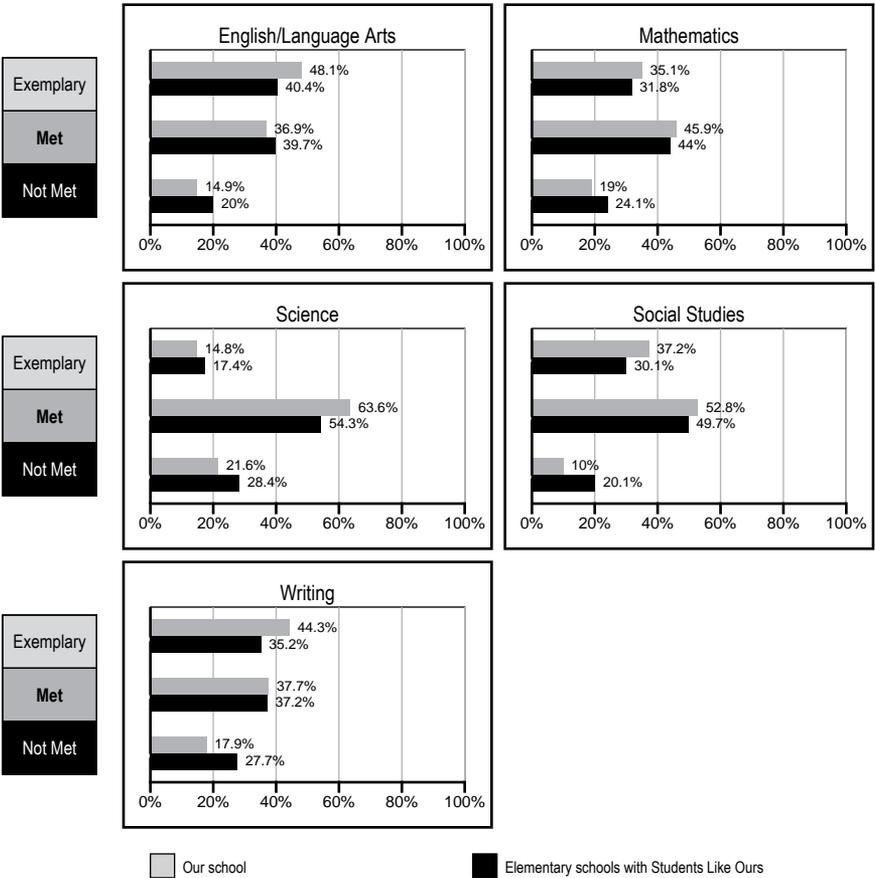
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	26	51	2	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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=610)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 1.2%	1.9%	1.9%
Attendance rate	96.6%	No Change	96.2%	96.3%
Eligible for gifted and talented	7.0%	Down from 7.9%	11.9%	10.0%
With disabilities other than speech	9.6%	Up from 8.9%	8.1%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	53.7%	Up from 48.8%	58.8%	59.4%
Continuing contract teachers	75.6%	Up from 65.1%	84.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.0%	Down from 82.6%	88.0%	85.9%
Teacher attendance rate	95.3%	Down from 96.3%	95.3%	95.1%
Average teacher salary*	\$46,644	Up 3.8%	\$46,824	\$47,149
Professional development days/teacher	7.5 days	Down from 8.0 days	11.6 days	11.1 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.2%	Down from 92.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,087	Up 22.6%	\$6,996	\$7,458
Percent of expenditures for instruction**	72.1%	Down from 72.6%	69.0%	68.8%
Percent of expenditures for teacher salaries**	70.4%	Up from 69.8%	64.1%	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 is an authorized International Baccalaureate School offering the Primary Years Programme (IBYPY). We are one of one-hundred and fifty-seven authorized IBYPY schools in the US. We have integrated the state standards of all content areas into six themes with thirty-six unit planners beginning in K5 through grade 5. The units are spiral and are not repeated in content or activities. In addition, Rosewood offers the KITE-LL foreign language program providing daily instruction in French for all children in grades 3-5. This is our fifth year offering the KITE-LL program. Character development is a vital component of the student's education as reflected in the "Learner Profile." During the "Exhibition Year" of the fifth grade, students raised over \$2,000 to assist in research of communicable diseases in third world countries.

We pursue many innovative programs such as inquiry-based learning, early intervention of academic and behavioral difficulties, and providing differentiated instruction. Technology is integrated into the curriculum and used to support the daily operations of the school. Twenty-two classrooms support instruction through the Promethean Board. All classrooms have sound systems to enhance the instruction. Students are motivated to read through an Accelerated Reader program. Two literacy teachers provide early intervention for children in grades 1 and 2. An extended learning day provides instruction and supervision of students before and after school through two programs: Challenger and a tutorial program. One ESOL teacher supports the learning of students whose mother tongue is one other than English.

Community interaction is vital to the success of Rosewood students. Our business partners include Chick-fil-A, CiCi's Pizza, McAlister's, Dunkin Donuts, Starbucks, Comporium Telecommunication, Wachovia, and Harris Teeter. Over 6,900 volunteer hours have been contributed to the school this year through our PTO volunteer program.

In addition, our school has received numerous awards and recognitions. Some are the prestigious National Success Story Award from Pearson Digital Learning, the Gold and Silver Award for Academic Excellence from the State Department of Education, and being showcased on the SDE website. Also, we were recognized by the Educational Oversight Committee for closing the achievement gap among students of differing economic, racial, and ethnic groups when performance of the identified group meets or exceeds the 75th percentile of students statewide in either English Language Arts or mathematics, and when the school has met the requirements of Adequate Yearly Progress for all students and for the identified group.

Other honors received include the Red Carpet Award, the School of Promise Award, SC Literacy Spot Award, and finalist for Palmetto's Finest Award Program. The School Improvement Council and the PTO have both received the prestigious Sate Board of Education Volunteer Award.

Debi Smith / Teresa Conley – SIC Chairpersons
Stephen Ward – Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	93	60
Percent satisfied with learning environment	84.2%	88.2%	91.5%
Percent satisfied with social and physical environment	84.2%	79.1%	93.3%
Percent satisfied with school-home relations	84.2%	90.2%	85.0%

* 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 21 out of 21 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	308	100	14.4	37.4	48.2	91.7	85.2	82.8	Yes	Yes
Gender										
Male	152	100	17.1	40.7	42.1	87.9	82	79.3	N/A	N/A
Female	156	100	11.6	34.1	54.3	95.7	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	154	100	11.3	26.1	62.7	96.5	92.4	89.5	Yes	Yes
African American	109	100	16.1	47.3	36.6	89.2	74.5	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	39	100	24.3	54.1	21.6	78.4	80.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	63	100	32.1	39.3	28.6	80.4	57.7	52	Yes	Yes
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	31	100	36.7	46.7	16.7	70	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	100	20.8	42.9	36.4	87.7	76.4	75.5	Yes	Yes

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

All Students	308	100	18.3	46.8	34.9	88.1	82.8	78.9	Yes	Yes
Gender										
Male	152	100	17.9	46.4	35.7	88.6	80	77	N/A	N/A
Female	156	100	18.8	47.1	34.1	87.7	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	154	100	11.3	41.5	47.2	93.7	91.5	87.2	Yes	Yes
African American	109	100	26.9	50.5	22.6	81.7	68.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	39	100	27	51.4	21.6	81.1	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	63	100	33.9	44.6	21.4	73.2	50.2	45.5	Yes	Yes
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	31	100	30	53.3	16.7	83.3	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	100	26	49.4	24.7	82.5	72.5	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	199	100	20.9	63.2	15.9	79.1	71	67.5
Gender								
Male	91	100	21.4	59.5	19	78.6	70.2	67
Female	108	100	20.4	66.3	13.3	79.6	71.8	68
Racial/Ethnic Group								
White	105	100	12.4	67	20.6	87.6	83.9	79.5
African American	67	100	28.8	59.3	11.9	71.2	50.7	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	23	100	40.9	50	9.1	59.1	62.8	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	36	100	41.9	45.2	12.9	58.1	39.4	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	15	100	40	53.3	6.7	60	61.6	59.6
Socio-Economic Status								
Subsided meals	111	100	31.6	57.9	10.5	68.4	55.1	55.1
Social Studies								
All Students	210	100	9.6	53.5	36.9	90.4	76.4	72.3
Gender								
Male	107	100	8.2	52	39.8	91.8	75.6	71.5
Female	103	100	11.2	55.1	33.7	88.8	77.3	73.2
Racial/Ethnic Group								
White	101	100	5.4	50.5	44.1	94.6	84.9	80.7
African American	75	100	16.4	54.1	29.5	83.6	62.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	30	100	6.9	65.5	27.6	93.1	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	44	100	18.4	57.9	23.7	81.6	47.9	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	26	100	8	68	24	92	75	67.9
Socio-Economic Status								
Subsided meals	127	100	15.1	55.7	29.2	84.9	64.3	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	305	96.4	17.9	37.7	44.3	82.1	73.1	70.2	96.6	96.7
Gender										
Male	150	95.3	24.6	39.1	36.2	75.4	65.9	63.2	96.5	96.6
Female	155	97.4	11.1	36.3	52.6	88.9	80.9	77.5	96.7	96.8
Racial/Ethnic Group										
White	150	96	13.2	30.1	56.6	86.8	82.5	79.1	96.4	96.6
African American	109	96.3	18.3	47.3	34.4	81.7	59.2	57.6	97.1	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.3	86.2	96.9	97.3
Hispanic	39	97.4	35.1	40.5	24.3	64.9	65.7	62.6	96.1	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60.7	68.7	95.8	95.2
Disability Status										
Disabled	59	83.1	50	30.4	19.6	50	30.2	26.1	96.2	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	31	96.8	34.5	44.8	20.7	65.5	63	61.2	95.9	96.6
Socio-Economic Status										
Subsidized meals	178	94.9	24.7	41.3	34	75.3	59.5	58.9	96.3	96.2

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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	111	100	17.8	32.7	49.5	82.2
	4	99	100	14.6	38.2	47.2	85.4
	5	98	100	10.2	42	47.7	89.8
	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
Mathematics							
2009	3	111	100	29.7	34.7	35.6	70.3
	4	99	100	11.2	58.4	30.3	88.8
	5	98	100	12.5	48.9	38.6	87.5
	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	53	100	33.3	54.9	11.8	66.7
	4	99	100	19.1	65.2	15.7	80.9
	5	47	100	9.5	69	21.4	90.5
	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	60	100	15.4	48.1	36.5	84.6
	4	99	100	3.4	55.1	41.6	96.6
	5	51	100	15.2	56.5	28.3	84.8
	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							
2009	3	109	91.7	24.5	23.4	52.1	75.5
	4	99	98	20.2	46.1	33.7	79.8
	5	97	100	8.9	44.4	46.7	91.1
	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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