



## Rosewood Elementary

2240 Rosewood Drive  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	597 Students	
<b>Principal</b>	Stephen Ward	803-981-1540
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

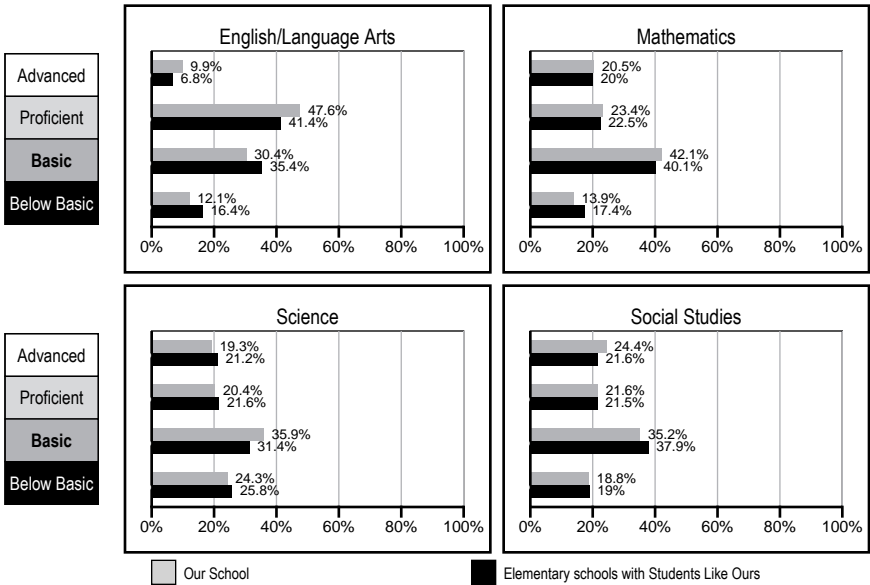
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	22	56	4	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=597)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.7%	2.2%	2.3%
Attendance rate	96.6%	No Change	96.4%	96.3%
Eligible for gifted and talented	7.9%	Down from 10.4%	12.9%	10.4%
With disabilities other than speech	8.9%	Up from 8.2%	7.4%	7.5%
Older than usual for grade	0.2%	Down from 0.5%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	48.8%	Up from 39.1%	55.6%	56.7%
Continuing contract teachers	65.1%	Down from 66.0%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	82.6%	Down from 87.0%	88.2%	86.4%
Teacher attendance rate	96.3%	Up from 96.2%	94.9%	94.9%
Average teacher salary	\$44,928	Up 7.2%	\$45,626	\$45,345
Professional development days/teacher	8.0 days	Up from 7.8 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 22.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	92.0%	No Change	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$4,966	Down 2.8%	\$6,403	\$7,052
Percent of expenditures for instruction*	72.6%	Down from 73.1%	69.8%	69.1%
Percent of expenditures for teacher salaries*	69.8%	Down from 70.7%	65.4%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Report of Principal and School Improvement Council

Rosewood is an authorized International Baccalaureate School offering the Primary Years Programme (IBPYP). We are one of one-hundred and fifty-seven authorized IBPYP 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 identify a global problem, use their knowledge, and develop solutions. This year students worked to heighten students awareness of 'isms'; lookism, classism, ageism, racism, and ableism. They also raised over \$4,000 to purchase and preserve acreage in the rain forest of Costa Rica.

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. Twelve 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 8,700 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	24	83	76
Percent satisfied with learning environment	95.8%	85.4%	83.6%
Percent satisfied with social and physical environment	95.8%	79.5%	84.9%
Percent satisfied with school-home relations	100.0%	83.1%	81.1%

\* 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 22 out of 25 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	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	296	100	12	30.7	47.4	9.9	67.2	51.1	48.2	Yes	Yes
<b>Gender</b>											
Male	143	100	17.3	36.1	40.6	6	56.4	44.3	41.7	N/A	N/A
Female	153	100	7.1	25.5	53.9	13.5	77.3	58.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	146	100	4.3	29.3	53.6	12.9	75.7	63.9	60	Yes	Yes
African American	100	100	21.2	30.6	40	8.2	57.6	31.8	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	43	100	21.4	35.7	40.5	2.4	54.8	40.9	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	44	100	40.5	35.7	21.4	2.4	26.2	17.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	25.8	38.7	32.3	3.2	51.6	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	143	100	19.5	35.2	39.1	6.3	53.9	33.6	34	Yes	Yes

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

All Students	296	100	13.9	42	23.7	20.4	60.2	51.1	45.8	Yes	Yes
<b>Gender</b>											
Male	143	100	13.5	43.6	20.3	22.6	57.9	50.3	45.6	N/A	N/A
Female	153	100	14.2	40.4	27	18.4	62.4	52.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	146	100	7.9	40.7	23.6	27.9	69.3	64.6	59	Yes	Yes
African American	100	100	28.2	42.4	21.2	8.2	41.2	30	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	43	100	7.1	50	23.8	19	61.9	42.7	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	44	100	33.3	47.6	9.5	9.5	35.7	19	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	6.5	45.2	35.5	12.9	61.3	38.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	143	100	18	46.9	25	10.2	50.8	35	31.4	Yes	Yes

\* Adj - 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

## 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	194	100	24.3	35.9	20.4	19.3	39.8	37.8	35.7	96.6	96.6
<b>Gender</b>											
Male	91	100	28.2	37.6	17.6	16.5	34.1	38.2	37.4	96.2	96.5
Female	103	100	20.8	34.4	22.9	21.9	44.8	37.4	33.8	96.9	96.7
<b>Racial/Ethnic Group</b>											
White	95	100	10.9	31.5	30.4	27.2	57.6	51.3	49.2	96.4	96.6
African American	69	100	45	38.3	10	6.7	16.7	17	17	96.7	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	95.6	97.8
Hispanic	25	100	29.2	45.8	12.5	12.5	25	26.2	24.9	97	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	93.9	94.8
<b>Disability Status</b>											
Disabled	25	100	58.3	20.8	12.5	8.3	20.8	16.1	14	96.1	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	19	100	31.6	47.4	10.5	10.5	21.1	24.7	24.4	96.8	96.6
<b>Socio-Economic Status</b>											
Subsided meals	90	100	39.8	36.1	14.5	9.6	24.1	19.5	21.1	96.2	95.9
<b>Social Studies</b>											
All Students	193	100	18.6	35	22	24.3	46.3	38.8	34	96.6	96.6
<b>Gender</b>											
Male	96	100	21.8	29.9	20.7	27.6	48.3	40.3	36.6	96.2	96.5
Female	97	100	15.6	40	23.3	21.1	44.4	37.3	31.3	96.9	96.7
<b>Racial/Ethnic Group</b>											
White	93	100	13.5	36	22.5	28.1	50.6	49.4	44.5	96.4	96.6
African American	68	100	25	32.1	19.6	23.2	42.9	22.6	19.1	96.7	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	95.6	97.8
Hispanic	28	100	25	35.7	25	14.3	39.3	30.9	27.5	97	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	93.9	94.8
<b>Disability Status</b>											
Disabled	34	100	39.4	30.3	15.2	15.2	30.3	18	14.4	96.1	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	23.8	33.3	23.8	19	42.9	25.3	27.3	96.8	96.6
<b>Socio-Economic Status</b>											
Subsided meals	95	100	23.8	41.7	21.4	13.1	34.5	24	21	96.2	95.9

\* Adj - 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

## 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	118	100	8.1	19.8	55.9	16.2	72.1	
	4	111	100	4.8	43.8	47.6	3.8	51.4	
	5	103	100	18.9	38.9	37.9	4.2	42.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	7.3	24	49	19.8	68.8	
	4	93	100	14.3	34.5	47.6	3.6	51.2	
	5	101	100	14.9	34	45.7	5.3	51.1	
	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	118	100	11.7	48.6	23.4	16.2	39.6	
	4	111	100	8.6	32.4	29.5	29.5	59	
	5	103	100	14.7	43.2	17.9	24.2	42.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	102	100	11.5	53.1	17.7	17.7	35.4	
	4	93	100	17.9	34.5	27.4	20.2	47.6	
	5	101	100	12.8	37.2	26.6	23.4	50	
	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	60	100	25.5	49.1	20	5.5	25.5	
	4	111	100	20.2	33.7	23.1	23.1	46.2	
	5	51	100	28.3	23.9	15.2	32.6	47.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	51	100	14.6	52.1	16.7	16.7	33.3	
	4	92	100	25	35.7	19	20.2	39.3	
	5	51	100	32.7	20.4	26.5	20.4	46.9	
	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	60	100	13	38.9	31.5	16.7	48.1	
	4	111	100	11.5	39.4	20.2	28.8	49	
	5	52	100	22.4	28.6	24.5	24.5	49	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	51	100	10.4	41.7	16.7	31.3	47.9	
	4	92	100	17.9	33.3	28.6	20.2	48.8	
	5	50	100	28.9	31.1	15.6	24.4	40	
	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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