



## Rosenwald Elementary/Middle

508 Church Street  
Society Hill, SC 29593

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	210 Students	
<b>Principal</b>	Sam Whack, Jr.	843-378-4011
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Dr. Allem McCutcheon	843-332-2852

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Good
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## 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

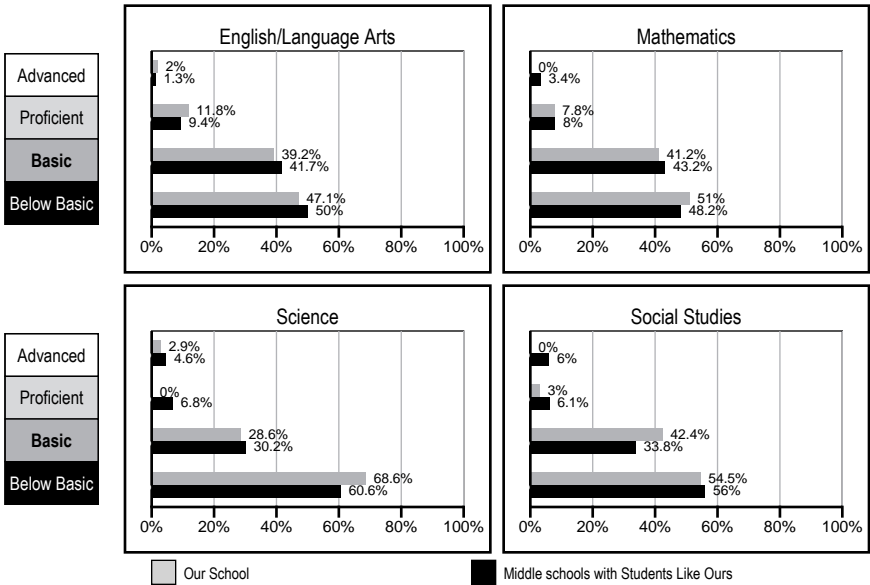
95.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	26

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

**Palmetto Achievement Challenge Tests (PACT)**



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

**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    /S–Insufficient Sample

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	82.4
English 1	0	84.4
Physical Science	0	39.7
All Subjects	0	79.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=210)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	11.1%	19.4%
Retention rate	3.5%	Down from 4.2%	3.3%	1.8%
Attendance rate	96.2%	Up from 96.1%	95.1%	95.8%
Eligible for gifted and talented	0.8%	No Change	3.8%	15.3%
With disabilities other than speech	6.3%	Down from 7.4%	13.7%	12.9%
Older than usual for grade	1.8%	Up from 0.0%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.8%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	64.7%	Down from 73.3%	54.0%	55.0%
Continuing contract teachers	76.5%	Down from 86.7%	55.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.0%	5.4%
Teachers returning from previous year	81.2%	Down from 84.0%	76.4%	83.4%
Teacher attendance rate	94.6%	Up from 89.8%	94.7%	94.9%
Average teacher salary	\$53,719	Up 19.4%	\$43,224	\$44,706
Professional development days/teacher	17.2 days	Down from 25.6 days	13.5 days	11.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	12.9 to 1	Up from 11.9 to 1	15.6 to 1	20.1 to 1
Prime instructional time	87.6%	Up from 80.2%	88.9%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	98.0%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$10,393	Down 1.8%	\$9,234	\$7,097
Percent of expenditures for instruction*	63.0%	No Change	62.8%	64.4%
Percent of expenditures for teacher salaries*	53.2%	Down from 58.4%	55.1%	59.4%

\* 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

Rosenwald Elementary/Middle is a rural, high poverty Title I school comprised of 193 students in grades prekindergarten through eight. Our school is proud to be one of only four schools in Darlington County that require all students to wear uniforms daily. Rosenwald is a school of rich history and tradition, with its roots being traced back to the legendary Rosenwald Schools, started by Julius Rosenwald himself to assist African Americans in earning a rich and meaningful education. In keeping with that tradition, Rosenwald continues to stand by its mission of providing excellence in teaching and learning for all students.

This past year has brought many great experiences for our staff and students. We were blessed to be visited by the current Ms. South Carolina 2007, who offered the theme of students being able to achieve any and all of their goals if only they believe. Our students were struck by her poise, intelligence, and talent as she displayed not only her talent for inspiring young minds, but her outstanding vocal talents as well. Additionally, our school was proud, for the first time in the history of our school, to have the 2008-2009 Darlington County Teacher of the Year be selected from our school in the person of Mrs. Amber Hutchins. We are proud to salute this fine educator and are exceptionally proud of the outstanding achievement she led our students in grade three to achieve. Additionally, our school received over \$12,000 in donations from local community committees, churches, businesses, and organizations that assisted our school in funding field trips for students with financial struggles, purchased jackets for all students, added stone picnic tables for our school courtyard, and provided incentives and supplies for teachers throughout our school year. Moreover, our school, for the first time, through grants, was able to offer karate and dance to students attending our after-school program. In addition, parents worked extra hard to earn funds to purchase all students within our school a yearbook to have as a keepsake of this past year of success. Lastly, our school began a competition cheerleading squad who won both competitions they entered this year, including their first competition and were the first ever public school winners of the competition for middle school squads in Charleston, South Carolina this winter.

Although our school is high poverty and minority, we are proud to be former winners of Palmetto Silver for student achievement, winners of several SCNPRA awards for school newsletters, parent/student handbooks, school summary reports, and school communication plans. Also, our school is one of only a few schools of Title I choice due to students' achievement and meeting adequate yearly progress every other year, keeping our school from any form of corrective action. The achievements of our school have been meaningful, and therefore providing that we always strive to live by our school motto: "If better is possible, then good is just not enough!"

Dr. Sam W. Whack, Jr.  
Principal

Jenelle Davis  
School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	49	33
Percent satisfied with learning environment	81.0%	79.2%	87.1%
Percent satisfied with social and physical environment	75.0%	68.8%	66.7%
Percent satisfied with school-home relations	57.1%	66.7%	87.1%

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

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**School Adequate Yearly Progress**

NO

This school met 7 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**

Newly Identified

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	9.7%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	113	99.1	39.3	39.3	18.8	2.7	25.9	36.1	48.2	No	Yes
<b>Gender</b>											
Male	54	100	40.7	40.7	16.7	1.9	24.1	31.1	41.7	N/A	N/A
Female	59	98.3	37.9	37.9	20.7	3.4	27.6	41.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	49.8	60	I/S	I/S
African American	109	99.1	38.9	39.8	19.4	1.9	25.9	26.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.2	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	72.7	27.3	0	0	9.1	10.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	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	46.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	99.1	39.6	39.6	17.9	2.8	25.5	27.1	34	No	Yes

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

All Students	113	100	44.2	44.2	10.6	0.9	25.7	37.8	45.8	No	Yes
<b>Gender</b>											
Male	54	100	46.3	42.6	9.3	1.9	25.9	38.2	45.6	N/A	N/A
Female	59	100	42.4	45.8	11.9	0	25.4	37.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	53.3	59	I/S	I/S
African American	109	100	44	45	10.1	0.9	25.7	26.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.2	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	90.9	9.1	0	0	0	12.3	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	I/S	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	46.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	43.9	43.9	11.2	0.9	26.2	28.7	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	76	100	60.5	28.9	9.2	1.3	10.5	29.2	35.7	96.2	95.9
<b>Gender</b>											
Male	38	100	55.3	39.5	5.3	0	5.3	29.9	37.4	95.7	95.7
Female	38	100	65.8	18.4	13.2	2.6	15.8	28.4	33.8	96.7	96.2
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	46.4	49.2	91.8	95.5
African American	72	100	59.7	30.6	9.7	0	9.7	16.6	17	96.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	N/A	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	99.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	9.6	14	96.5	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	N/A	96.9
<b>Socio-Economic Status</b>											
Subsided meals	71	100	59.2	29.6	9.9	1.4	11.3	19	21.1	96.1	95.6
<b>Social Studies</b>											
All Students	71	100	52.1	39.4	5.6	2.8	8.5	28.1	34	96.2	95.9
<b>Gender</b>											
Male	31	100	48.4	45.2	0	6.5	6.5	31.1	36.6	95.7	95.7
Female	40	100	55	35	10	0	10	24.9	31.3	96.7	96.2
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	39.4	44.5	91.8	95.5
African American	69	100	52.2	39.1	5.8	2.9	8.7	19.7	19.1	96.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	N/A	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	99.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	10.4	14.4	96.5	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	N/A	96.9
<b>Socio-Economic Status</b>											
Subsided meals	66	100	51.5	40.9	4.5	3	7.6	19.5	21	96.1	95.6

\* 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	23	100	28.6	42.9	28.6	0	28.6
	4	26	100	24	56	20	0	20
	5	18	100	41.2	52.9	5.9	0	5.9
	6	21	100	40	55	5	0	5
	7	23	100	56.5	43.5	0	0	0
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	21	95.2	20	30	45	5	50
	4	17	100	41.2	29.4	23.5	5.9	29.4
	5	24	100	37.5	54.2	8.3	0	8.3
	6	13	100	46.2	30.8	23.1	0	23.1
	7	17	100	29.4	52.9	17.6	0	17.6
	8	21	100	61.9	33.3	0	4.8	4.8
<b>Mathematics</b>								
<b>2007</b>	3	23	100	47.6	38.1	14.3	0	14.3
	4	26	100	48	44	4	4	8
	5	18	100	47.1	52.9	0	0	0
	6	21	100	35	35	30	0	30
	7	23	100	17.4	78.3	4.3	0	4.3
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	21	100	28.6	52.4	19	0	19
	4	17	100	47.1	35.3	11.8	5.9	17.6
	5	24	100	41.7	50	8.3	0	8.3
	6	13	100	61.5	30.8	7.7	0	7.7
	7	17	100	29.4	64.7	5.9	0	5.9
	8	21	100	61.9	28.6	9.5	0	9.5
<b>Science</b>								
<b>2007</b>	3	13	100	63.6	18.2	18.2	0	18.2
	4	26	100	80	16	0	4	4
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	12	100	54.5	45.5	0	0	0
	7	23	100	65.2	26.1	8.7	0	8.7
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	11	100	9.1	63.6	27.3	0	27.3
	4	17	100	58.8	23.5	17.6	0	17.6
	5	13	100	84.6	7.7	7.7	0	7.7
	6	7	I/S	I/S	I/S	I/S	I/S	I/S
	7	17	100	58.8	41.2	0	0	0
	8	11	100	63.6	27.3	0	9.1	9.1
<b>Social Studies</b>								
<b>2007</b>	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	26	100	64	32	4	0	4
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	23	100	87	8.7	0	4.3	4.3
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	17	100	52.9	41.2	5.9	0	5.9
	5	11	100	63.6	27.3	9.1	0	9.1
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	17	100	70.6	29.4	0	0	0
	8	10	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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