



ROSEWOOD ELEMENTARY

2240 Rosewood Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	604 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Good
2008	Average	Average
2007	Good	Good
2006	Good	Below Average

* The School's 2010 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 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

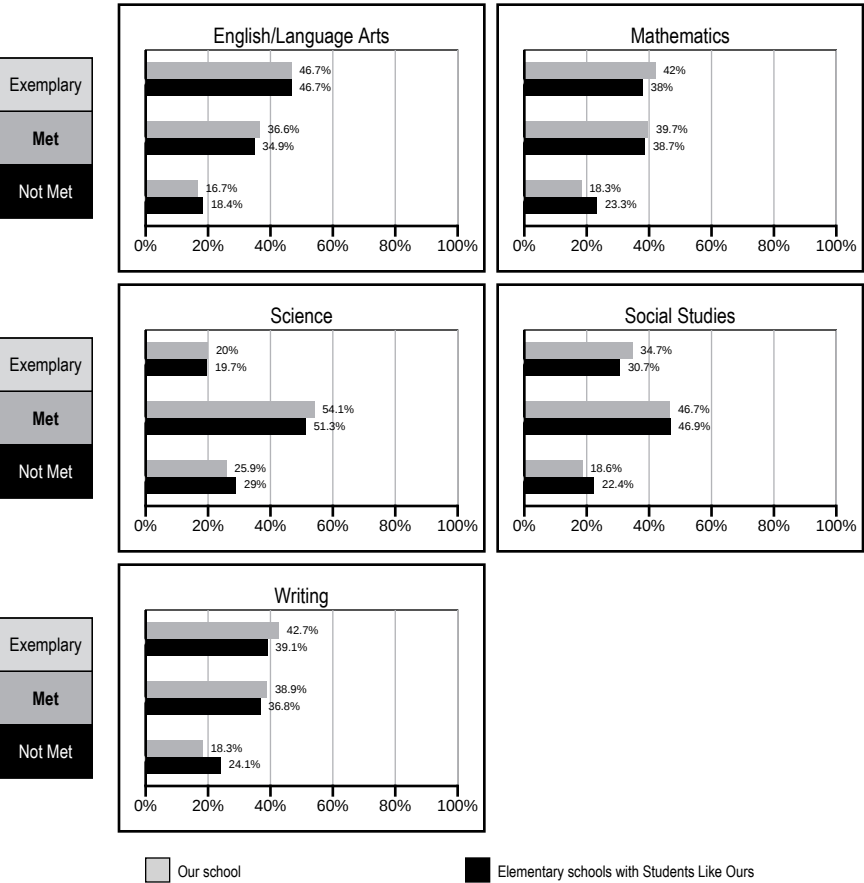
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	34	0	0

* Ratings are calculated with data available by 03/09/2011.

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=604)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.3%	1.3%	1.2%
Attendance rate	96.1%	Down from 96.6%	96.1%	96.1%
Eligible for gifted and talented	11.2%	Up from 7.0%	15.3%	11.7%
With disabilities other than speech	7.5%	Down from 9.6%	8.1%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Up from 53.7%	59.4%	60.5%
Continuing contract teachers	74.4%	Down from 75.6%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 82.0%	88.6%	87.0%
Teacher attendance rate	97.0%	Up from 95.3%	95.5%	95.4%
Average teacher salary*	\$47,449	Up 1.7%	\$47,883	\$47,288
Professional development days/teacher	13.6 days	Up from 7.5 days	10.4 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.0 to 1	20.1 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 91.2%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,431	Up 5.7%	\$6,857	\$7,548
Percent of expenditures for instruction**	73.1%	Up from 72.1%	69.1%	68.7%
Percent of expenditures for teacher salaries**	67.4%	Down from 70.4%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 Silver 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, differentiated instruction, and early intervention of academic and behavioral difficulties. 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.

This year, the Exhibition theme was “Fight World Hunger.” Students raised money to dig a well for a family in Sierra Leone, collected canned goods for local agencies, and sponsored a family by purchasing animals through the Heifer project. Additionally, they worked with local experts to understand the issues associated with hunger from various perspectives and synthesized their learning and communicated it through art, technology, theater, dance, scientific experimentation, oral presentations of research, and educating the community.

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

Stephen Ward / Principal
Heidi Buckley / SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	89	73
Percent satisfied with learning environment	83.9%	86.4%	89.0%
Percent satisfied with social and physical environment	93.5%	78.7%	90.3%
Percent satisfied with school-home relations	87.1%	82.0%	86.1%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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	293	99.3	16.7	36.1	47.1	92	85	83.5	Yes	Yes
Gender										
Male	149	99.3	19.5	39.8	40.6	91	81.2	80.1	N/A	N/A
Female	144	99.3	13.8	32.3	53.8	93.1	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	133	99.3	8.9	29.8	61.3	96.8	91.6	89.6	Yes	Yes
African American	115	99.1	26.5	40.8	32.7	87.8	75.8	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	34	100	22.6	45.2	32.3	83.9	78.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	44	95.5	40.5	31	28.6	78.6	55.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	24	48	28	80	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	99.4	24.5	43.7	31.8	89.4	77.5	76.9	Yes	Yes

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

All Students	293	99.3	18.3	39.9	41.8	88.6	83.7	80.4	Yes	Yes
Gender										
Male	149	99.3	21.1	42.9	36.1	88.7	81.2	78.4	N/A	N/A
Female	144	99.3	15.4	36.9	47.7	88.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	133	99.3	10.5	34.7	54.8	95.2	90.7	87.8	Yes	Yes
African American	115	99.1	29.6	40.8	29.6	78.6	73.3	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	34	100	16.1	64.5	19.4	93.5	80.3	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	44	95.5	42.9	42.9	14.3	64.3	51.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	16	60	24	96	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	99.4	28.5	45.7	25.8	83.4	75.3	72.8	Yes	Yes

* 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

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	191	100	25.4	53.2	21.4	74.6	70.3	67.3
Gender								
Male	97	100	24.1	55.2	20.7	75.9	69.8	66.9
Female	94	100	26.7	51.2	22.1	73.3	70.9	67.7
Racial/Ethnic Group								
White	91	100	11.8	61.2	27.1	88.2	83.7	79.6
African American	73	100	43.5	41.9	14.5	56.5	50.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	21	100	30	50	20	70	61.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	25	100	36	44	20	64	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	15	100	35.7	57.1	7.1	64.3	58.3	58.6
Socio-Economic Status								
Subsidized meals	112	100	36	49	15	64	56.4	55.4

Social Studies								
All Students	196	98.5	18.7	47.4	33.9	81.3	74.3	70.9
Gender								
Male	104	98.1	20.9	46.2	33	79.1	73	70.1
Female	92	98.9	16.3	48.8	35	83.8	75.6	71.7
Racial/Ethnic Group								
White	88	97.7	10.1	39.2	50.6	89.9	82.9	79.2
African American	75	98.7	32.3	48.4	19.4	67.7	61.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	25	100	18.2	63.6	18.2	81.8	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	34	91.2	37.9	41.4	20.7	62.1	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	22	100	10.5	78.9	10.5	89.5	73.1	68
Socio-Economic Status								
Subsidized meals	117	98.3	27.6	52	20.4	72.4	63.4	60.8

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	291	97.9	17.9	39.3	42.7	82.1	73.5	72.1	96.1	96.5
Gender										
Male	147	97.3	23.1	44.6	32.3	76.9	66.5	65.2	96.2	96.4
Female	144	98.6	12.9	34.1	53	87.1	80.7	79.2	96	96.6
Racial/Ethnic Group										
White	135	96.3	12.9	36.3	50.8	87.1	83.5	80.8	95.9	96.4
African American	111	99.1	26	41.7	32.3	74	59.2	59.7	96.2	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.1	87	96	97.5
Hispanic	34	100	19.4	45.2	35.5	80.6	64.3	64.6	96.6	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	64.3	73.4	96.5	94.9
Disability Status										
Disabled	42	88.1	45.7	42.9	11.4	54.3	32.4	27.7	95.8	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	23.1	50	26.9	76.9	60.1	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	168	98.2	25.2	47	27.8	74.8	61.6	61.9	95.7	96

Abbreviations for Missing Data

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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
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
	8	0	N/A	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
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
	8	0	N/A	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
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
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
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
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
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
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

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