



ROSENWALD ELEMENTARY/MIDDLE

508 Church Street
Society Hill, SC 29593

Grades	K-8 Elementary School	
Enrollment	165 Students	
Principal	Kimberly Mason	843-398-2700
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	At-Risk
2010	Below Average	Below Average
2009	Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

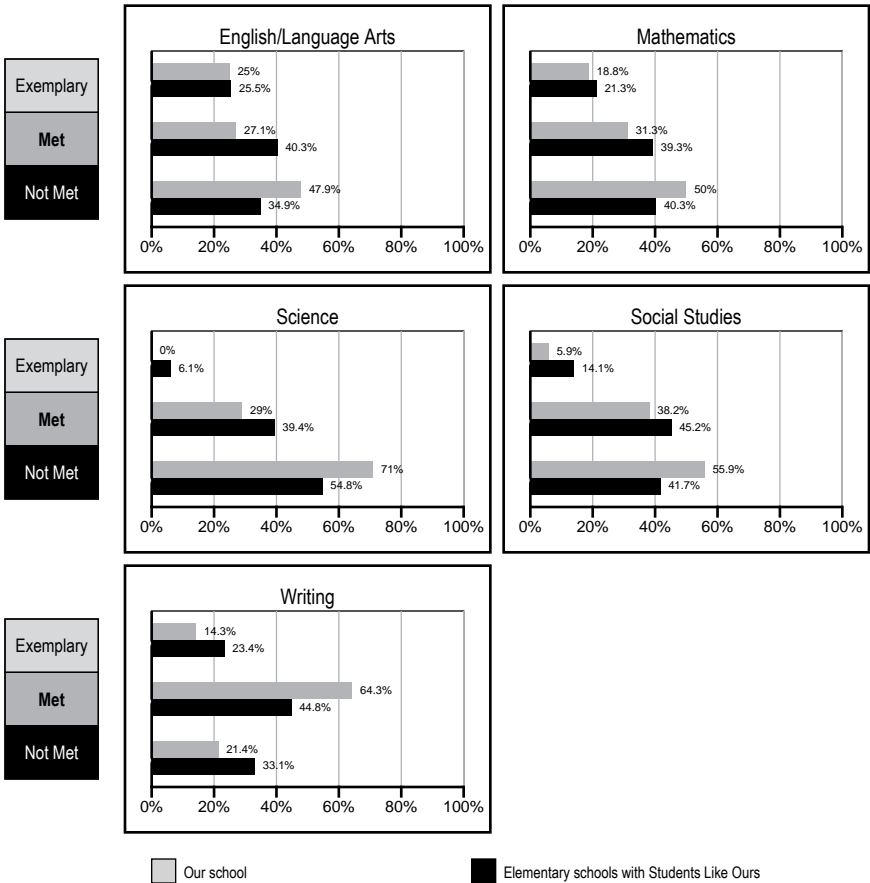
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	55	38	18

* Ratings are calculated with data available by 11/09/2011.

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=165)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 0.0%	1.5%	1.1%
Attendance rate	96.2%	Down from 96.5%	96.1%	96.2%
Served by gifted and talented program	1.0%	Up from 0.9%	4.9%	13.4%
With disabilities other than speech	4.9%	Up from 3.8%	4.4%	4.1%
Older than usual for grade	1.9%	Up from 1.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	38.5%	Down from 46.7%	61.1%	62.5%
Continuing contract teachers	53.8%	Down from 60.0%	80.0%	88.2%
Teachers returning from previous year	75.8%	No Change	84.5%	87.8%
Teacher attendance rate	95.2%	Up from 93.7%	95.3%	95.2%
Average teacher salary*	\$43,817	Down 5.2%	\$44,959	\$46,773
Professional development days/teacher	13.0 days	Down from 19.7 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.9%	Up from 88.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	67.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,806	Down 14.3%	\$8,515	\$7,447
Percent of expenditures for instruction**	62.6%	Down from 66.7%	67.3%	68.4%
Percent of expenditures for teacher salaries**	58.0%	Down from 61.6%	63.8%	65.8%

* 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

The instructional initiative of Rosenwald's team has been improving student achievement using sound instruction and a laser-like focus on assessment this year. The teachers met frequently throughout the year in data teams to determine the effectiveness of the instruction by analyzing the assessment of instruction. All science instruction was assessed every three weeks, while ELA and math were assessed biweekly. The teachers continuously analyzed their results and made plans for re-teaching and differentiating instruction. Additionally, we continued to use benchmarks and MAP to monitor student progress toward state objectives. Teachers participated in monthly data conferences in which they shared their data on student progress, assessment results, and instructional strategies and planned with the principal for next steps in instruction. With regard to other school wide initiatives, our students benefited from both academic and behavioral incentives. Students participated in our reading program as we increased our circulation of school media center resources and use of classroom libraries. Additionally, we placed challenges for math and science benchmarks on students in grades 5-8. We had over 50% pass both. Also, our teachers have committed to a vertically aligned writing plan in which interim goals have been set for speaking, writing and presenting for every grade. Our school-wide management plan which included eagle tickets, Fun Fridays, and school-wide drawings was coordinated by the school discipline committee and teacher teams. Students had to exhibit "excellent eagle" behavior on a daily basis to be eligible for the incentives. At the end of the school year, both Elementary and Middle School students enjoyed good behavior fieldtrips to Myrtle Beach and Carowinds, respectively. Our school community relationship flourished. Serving as Greater Heights mentors, the community has been supportive and invested in our school program. The BETA Club students have continued to work diligently with service learning efforts to provide food to our elderly residents in Society Hill. We have also been the recipient of HungerBusters for approximately half of the student body. With the commitment to improved instruction and thus, increased academic achievement, REMS is embracing proven strategies and putting forth the necessary effort to lead to a premier school. We continue to "Soar to Greater Heights Because Learning Has No Limits".

Pamela Tedder, SIC Chairperson
Kim Mason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	15	10
Percent satisfied with learning environment	38.9%	46.7%	70.0%
Percent satisfied with social and physical environment	61.1%	60.0%	70.0%
Percent satisfied with school-home relations	35.3%	53.3%	100.0%

* 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

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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	101	96	50.6	31.5	18	60.7	77.6	82.4	No	Yes
Gender										
Male	45	95.6	47.5	37.5	15	57.5	73.7	78.7	N/A	N/A
Female	56	96.4	53.1	26.5	20.4	63.3	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	86.6	88.9	I/S	I/S
African American	99	97	50.6	31.5	18	60.7	70.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	21.4	47.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	96	50	31.8	18.2	61.4	72.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	101	96	48.3	39.3	12.4	66.3	80.5	81.9	No	Yes
Gender										
Male	45	95.6	47.5	40	12.5	65	78.6	79.9	N/A	N/A
Female	56	96.4	49	38.8	12.2	67.3	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	88	88.9	I/S	I/S
African American	99	97	48.3	39.3	12.4	66.3	74.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	35.7	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	96	47.7	39.8	12.5	67	76.4	74.9	No	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	60	100	63.6	32.7	3.6	36.4	66.2	68.6
Gender								
Male	28	100	N/AV	N/AV	N/AV	28	67.3	68.3
Female	32	100	56.7	36.7	6.7	43.3	65	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	81.3	80.7
African American	59	100	63.6	32.7	3.6	36.4	55	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	42.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.5	60.7
Socio-Economic Status								
Subsidized meals	59	100	63	33.3	3.7	37	59.3	57.3
Social Studies								
All Students	66	97	57.6	37.3	5.1	42.4	71	72.5
Gender								
Male	32	93.8	51.7	41.4	6.9	48.3	71.1	72
Female	34	100	63.3	33.3	3.3	36.7	70.9	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	80.9	81
African American	65	98.5	57.6	37.3	5.1	42.4	63.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	9.1	42.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	69.7
Socio-Economic Status								
Subsidized meals	66	97	57.6	37.3	5.1	42.4	65	62.9

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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	31	100	37.9	48.3	13.8	62.1	67.4	73.2	96.2	95.4
Gender										
Male	13	100	N/AV	N/AV	N/AV	54.5	61.2	67.2	95.1	95.1
Female	18	100	33.3	44.4	22.2	66.7	74	79.4	97.1	95.7
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	78.1	81.5	92.1	94.9
African American	30	100	39.3	46.4	14.3	60.7	59.5	61.3	96.3	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.9	66.7	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	19.7	26	96.3	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	65.7	N/A	96.8
Socio-Economic Status										
Subsidized meals	31	100	37.9	48.3	13.8	62.1	60.7	63.2	96.2	95.1

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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							
2010	3	21	100	47.6	28.6	23.8	52.4
	4	21	100	31.6	57.9	10.5	68.4
	5	21	100	40	35	25	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	20	100	57.9	31.6	10.5	42.1
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	20	90	31.3	12.5	56.3	68.8
	4	18	100	58.8	35.3	5.9	41.2
	5	15	100	50	35.7	14.3	50
	6	22	95.5	50	35	15	50
	7	9	I/S	I/S	I/S	I/S	I/S
	8	17	94.1	N/AV	N/AV	N/AV	50
Mathematics							
2010	3	21	100	52.4	28.6	19	47.6
	4	21	100	36.8	47.4	15.8	63.2
	5	21	100	40	40	20	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	20	100	21.1	73.7	5.3	78.9
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	20	90	37.5	37.5	25	62.5
	4	18	100	47.1	41.2	11.8	52.9
	5	15	100	64.3	14.3	21.4	35.7
	6	22	95.5	55	35	10	45
	7	9	I/S	I/S	I/S	I/S	I/S
	8	17	94.1	N/AV	N/AV	N/AV	64.3
Science							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	47.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	20	100	N/A	N/A	N/A	47.4
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	17.6
	5	7	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S

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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							
2010	3	11	100	N/A	N/A	N/A	27.3
	4	21	100	52.6	42.1	5.3	47.4
	5	11	100	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	20	100	52.6	26.3	21.1	47.4
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	11	90.9	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	35.3
	5	8	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	36.4
	7	9	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	21	100	61.9	23.8	14.3	38.1
	4	21	100	31.6	57.9	10.5	68.4
	5	21	100	40	35	25	60
	6	10	I/S	I/S	I/S	I/S	I/S
	7	19	100	26.3	57.9	15.8	73.7
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	15	100	21.4	64.3	14.3	78.6
	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	16	100	53.3	33.3	13.3	46.7

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