



Rosenwald Elementary/Middle School

508 Church St.
Society Hill, SC 29593

Grades	K-8 Middle School	
Enrollment	116 Students	
Principal	Kimberly Mason	843-398-2700
Superintendent	Dr. Rainey H. Knight	843-398-5100
Board Chair	Warren Jeffords	843-326-5970

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Excellent
2012	Below Average	Average
2011	At-Risk	Below Average
2010	Below Average	Average
2009	Below Average	Average

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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

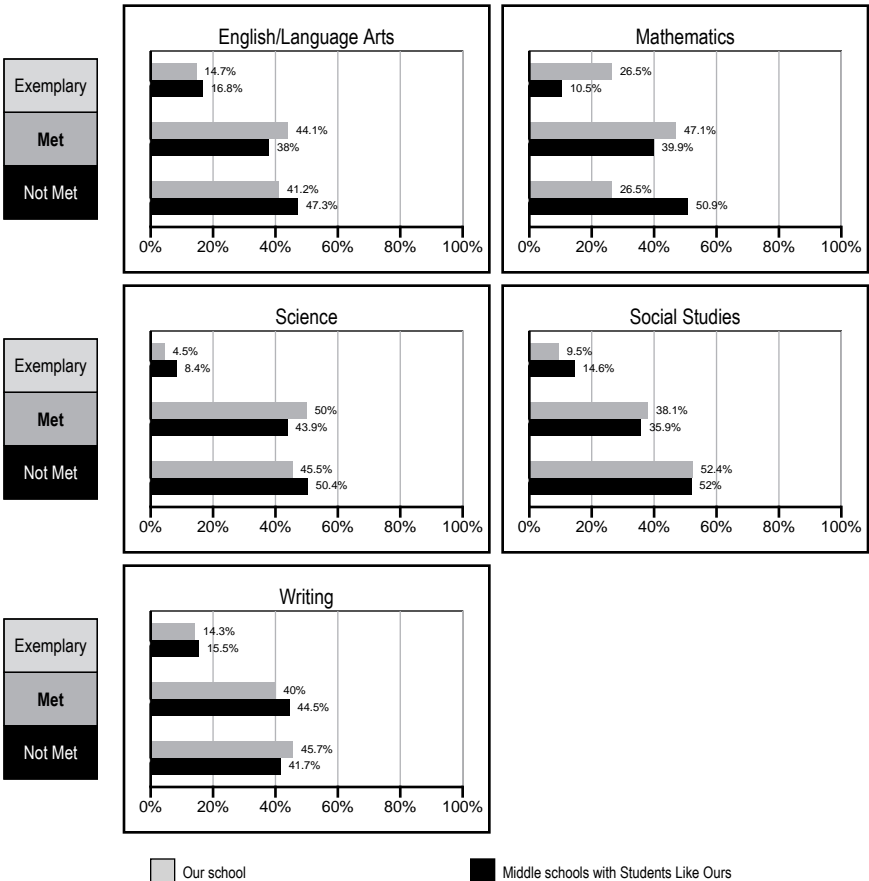
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	20	14

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	N/A	86.8%
English 1	N/A	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	86.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=116)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.9%	24.6%
Retention rate	3.8%	Up from 1.5%	0.6%	0.6%
Attendance rate	97.2%	Down from 97.7%	95.3%	95.9%
Served by gifted and talented program	0.8%	N/A	5.0%	18.5%
With disabilities	18.0%	N/A	16.3%	13.0%
Older than usual for grade	8.3%	N/A	7.9%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	35.7%	Up from 33.3%	60.0%	61.5%
Continuing contract teachers	57.1%	Down from 58.3%	65.5%	77.2%
Teachers returning from previous year	77.1%	Down from 78.3%	76.8%	85.9%
Teacher attendance rate	97.1%	Down from 97.2%	95.3%	94.9%
Average teacher salary*	\$43,120	Up 3.9%	\$44,373	\$47,313
Professional development days/teacher	12.4 days	Down from 15.2 days	9.3 days	10.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	12.5 to 1	Down from 15.1 to 1	17.9 to 1	22.1 to 1
Prime instructional time	92.9%	Down from 94.1%	89.4%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.3%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$11,471	Up 20.4%	\$10,315	\$7,239
Percent of expenditures for instruction**	49.0%	Down from 52.5%	60.0%	63.0%
Percent of expenditures for teacher salaries**	45.0%	Down from 50.0%	54.0%	61.0%

* 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

At Rosenwald, we have encouraged each student to work to his/her full potential. Teachers, parents, community, and district staff have infused time, careful attention, and student centered incentives to reinforce the abilities and the efforts of all students.

We continued to use TAP and EDI frameworks for our instruction. We focused on strengthening vocabulary in all content areas.

Students in primary grades began to experience Common Core approaches to instruction. They read multiple sources to get information, made notes of their findings and made presentations to peers and parents. These young students showed extraordinary capacity to research and design this year.

In the upper elementary grades, the students accepted greater responsibility for their learning. They worked harder with outside assignments such as homework and projects and prepared and presented information in every content area over the course of the year. The students participated in a statewide Read In in Columbia, raised their standards for reading and reporting in all genres at school, continued with our AR initiative and won the Race Into Reading Contest sponsored in our district. Our students averaged 12 books per student in grades one to five. Additionally, they engaged in authentic experiences with the town library, fishing expeditions at a local lake and simulating events from the Harlem Renaissance.

The students at the middle level pushed into new levels of performance. They wrote and presented persuasive speeches, papers using authentic sources like interviews and primary sources, as well as creating numerous structures and systems based on science knowledge. They experienced guest speakers ranging from nationally winning poets to South Carolina historians. They were the first at our school to use the online ALEKS math software to reinforce and stretch their math abilities. High achieving students were inducted into a hall of fame and received a personal pizza as an incentive. Sixth graders interacted with and learned compassion from rescued dogs in the Healing Species curriculum as a part of our guidance program. All middle school students participated in a digital pen pal writing program where they were mentored by college students in Vermont.

We took numerous fieldtrips, continued our PUSH Afterschool program, participated in the Science StarLab to enhance the classroom instruction at our school. Our students presented two great musicals, enjoyed a PASS Motivational Rally and made a metal bench with an artist in residence to round out the learning experiences here at Rosenwald.

All of our students had a full spectrum of educational experiences this year, and they showed incredible growth. Each teacher and student was charged with tracking their performance toward their individual and our school goals. Students, more than ever, demonstrated a sense of urgency about their academic performance. The media specialist has led our Ipad project, resulting in all students being exposed to using this new technology in the media center and in core classrooms. Teachers were committed to learning new strategies and going above and beyond job requirements to instruct students at higher levels.

We continue to see our school vision come into to focus at Rosenwald.

Our Motto: "Soaring to Greater Heights Because Learning Has No Limits"

Kim Mason, Principal

LaKeisha Eaddy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	15	17
Percent satisfied with learning environment	86.7%	53.4%	94.1%
Percent satisfied with social and physical environment	80%	86.7%	88.2%
Percent satisfied with school-home relations	66.7%	86.7%	88.2%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	72.6
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Rosenwald Elementary/Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	626.6	641.1	600.6	595.4	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	624.5	639.6	599.4	594.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	626.6	641.1	600.6	595.4	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	3	14	100	8.3	25	66.7	91.7
	4	16	100	18.8	50	31.3	81.3
	5	17	100	46.7	46.7	6.7	53.3
	6	13	100	58.3	25	16.7	41.7
	7	14	100	50	35.7	14.3	50
	8	8	I/S	I/S	I/S	I/S	I/S
2013	3	15	100	15.4	53.8	30.8	84.6
	4	16	100	30.8	38.5	30.8	69.2
	5	16	100	12.5	62.5	25	87.5
	6	15	100	54.5	27.3	18.2	45.5
	7	11	100	I/S	I/S	I/S	I/S
	8	15	100	35.7	42.9	21.4	64.3
Mathematics							
2012	3	14	100	N/AV	N/AV	N/AV	100
	4	16	100	12.5	56.3	31.3	87.5
	5	17	100	33.3	40	26.7	66.7
	6	13	100	41.7	33.3	25	58.3
	7	14	100	35.7	50	14.3	64.3
	8	8	I/S	I/S	I/S	I/S	I/S
2013	3	15	100	15.4	30.8	53.8	84.6
	4	16	100	N/AV	N/AV	N/AV	69.2
	5	16	100	37.5	56.3	6.3	62.5
	6	15	100	27.3	45.5	27.3	72.7
	7	11	100	I/S	I/S	I/S	I/S
	8	15	100	28.6	57.1	14.3	71.4
Science							
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	12.5	81.3	6.3	87.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	14	100	35.7	50	14.3	64.3
	8	4	I/S	I/S	I/S	I/S	I/S
2013	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	61.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	7	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							
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	12.5	68.8	18.8	87.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	14	100	N/AV	N/AV	N/AV	42.9
	8	4	I/S	I/S	I/S	I/S	I/S
2013	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	30.8	61.5	7.7	69.2
	5	8	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
Writing							
2012	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	17	100	26.7	66.7	6.7	73.3
	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	8	I/S	I/S	I/S	I/S	I/S
2013	3	14	100	30.8	38.5	30.8	69.2
	4	16	100	15.4	76.9	7.7	84.6
	5	16	100	31.3	56.3	12.5	68.8
	6	16	100	50	41.7	8.3	50
	7	10	I/S	I/S	I/S	I/S	I/S
	8	15	100	50	35.7	14.3	50

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