



Rosemary Middle

12804 County Line Rd.
Andrews, South Carolina

Grades	6-8 Middle School	
Enrollment	528 Students	
Principal	Michael J. Caviris	843-264-9780
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Below Average

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

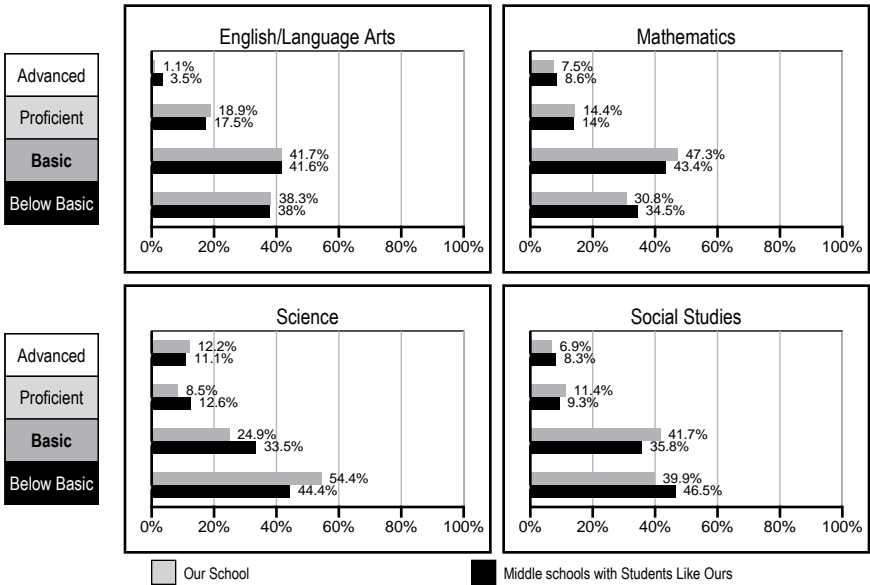
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

* 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 | 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	97.7	94.0
English 1	90.5	94.2
Physical Science	0	0
All Subjects	94.2	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=528)				
Students enrolled in high school credit courses (grades 7 & 8)	13.9%	Up from 11.1%	14.8%	19.4%
Retention rate	1.9%	Down from 3.2%	2.7%	1.8%
Attendance rate	95.7%	Down from 95.8%	95.3%	95.8%
Eligible for gifted and talented	19.9%	Down from 21.1%	10.8%	15.3%
With disabilities other than speech	12.4%	Up from 12.1%	13.8%	12.9%
Older than usual for grade	4.4%	Up from 4.1%	5.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Up from 3.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Up from 55.3%	53.9%	55.0%
Continuing contract teachers	63.2%	Down from 65.8%	61.1%	70.6%
Teachers with emergency or provisional certificates	9.7%	Down from 13.8%	11.4%	5.4%
Teachers returning from previous year	80.2%	Down from 83.5%	78.4%	83.4%
Teacher attendance rate	93.1%	Down from 93.2%	94.8%	94.9%
Average teacher salary	\$46,323	Up 6.8%	\$44,654	\$44,706
Professional development days/teacher	12.6 days	Up from 12.0 days	11.7 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.4 to 1	18.4 to 1	20.1 to 1
Prime instructional time	86.7%	Down from 87.6%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	95.3%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,575	Up 2.7%	\$7,612	\$7,097
Percent of expenditures for instruction*	59.5%	Up from 56.4%	64.2%	64.4%
Percent of expenditures for teacher salaries*	54.6%	Up from 51.2%	59.1%	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

As principal of Rosemary Middle School, I am extremely proud of our students, teachers, and the goals that they have met during our school year. We are very proud of the involvement of our PTSA (Parent, Teacher, and Student Association), SIC (School Improvement Council), The Andrews Rotary Club, The Granny Mentoring Group, and the partnership with the 21 Century Program at Ebenezer Church in Andrews.

We have charted continues growth as it pertains to MAP (Measures of Academic Progress) and exposure to the Success Maker program. Our 6th grade Math department successfully implemented the Every Day Math program and we have experienced significant gains in the area of Math instruction. Our attendance rate has remained at a commendable level for the school. Our dedicated faculty and staff continue to be committed to improving student achievement. The use of data driven decision making and subject specific pacing guides have strengthened our instructional program. We have continuously documented our student progress with the use of a Data Wall which allows teachers, students, and parents the opportunity to track the school's progress. We also implement a behavior modification program titled Cobra Pride. This program awards excellent student behavior and has allowed us to reduce the number of discipline referrals written this school term.

Our students received numerous academic awards, such as winning both the Academic Fair and Academic Bowl this year. We also had one of our students place in the top ten in the Low Country Spelling Bee. Our athletic teams also excelled this year. In the coming year, emphasis will continue to be placed on closing the achievement gap and maintaining a safe and nurturing environment. With the continued help and support of our community, parents, and staff we are able to assure our students have the opportunity to receive the very best education possible. On behalf of the entire Rosemary family, I want to sincerely thank everyone for making this an exceptional year for our school

Michael J. Cavaris, Principal
Doug Iseminger, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	125	72
Percent satisfied with learning environment	86.8%	68.0%	84.3%
Percent satisfied with social and physical environment	84.2%	70.0%	75.7%
Percent satisfied with school-home relations	62.2%	86.7%	77.5%

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

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 Adequate Yearly Progress

NO

This school met 13 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

Corrective Action

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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

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

All Students	519	99.8	40	41.8	17.3	0.8	28	46	48.2	No	Yes
Gender											
Male	281	100	48.3	39.5	11.5	0.8	21.1	39.5	41.7	N/A	N/A
Female	238	99.6	30.6	44.5	24	0.9	35.8	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	255	100	30.3	45.2	23.2	1.2	37.8	58.9	60	Yes	Yes
African American	250	99.6	48.7	39.1	11.8	0.4	18.9	32.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	14	100	63.6	27.3	9.1	0	9.1	40.4	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
Disability Status											
Disabled	58	100	90.7	7.4	1.9	0	1.9	13.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	50	37.5	12.5	0	12.5	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	400	99.8	46.2	40.1	13.4	0.3	20.7	35.1	34	No	Yes

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

All Students	519	100	32	47.9	13.4	6.7	32	46.1	45.8	No	Yes
Gender											
Male	281	100	36.4	44.4	12.3	6.9	31.4	45.4	45.6	N/A	N/A
Female	238	100	27	51.7	14.8	6.5	32.6	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	255	100	22.8	49.4	17	10.8	42.3	60.3	59	Yes	Yes
African American	250	100	40.6	47.3	9.2	2.9	21.3	30.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	14	100	45.5	27.3	27.3	0	36.4	43.6	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
Disability Status											
Disabled	58	100	85.2	11.1	1.9	1.9	3.7	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	37.5	25	37.5	0	50	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	400	100	36.5	47.5	11.5	4.6	25.2	35.8	31.4	No	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
Science											
All Students	348	100	54.4	24.9	8.5	12.2	20.7	35.1	35.7	95.7	95.9
Gender											
Male	194	100	54.7	23.5	10.1	11.7	21.8	36.6	37.4	95.6	95.7
Female	154	100	54	26.7	6.7	12.7	19.3	33.6	33.8	95.8	96.1
Racial/Ethnic Group											
White	166	100	39	24.7	13.6	22.7	36.4	52.6	49.2	94.4	95.2
African American	175	100	68.5	25.6	3.6	2.4	6	17.3	17	97.2	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	N/A	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	92.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.6	94.8
Disability Status											
Disabled	44	100	92.5	2.5	2.5	2.5	5	12.3	14	93.8	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	91.8	97.1
Socio-Economic Status											
Subsidized meals	277	100	61.8	23.2	7.3	7.7	15.1	22.9	21.1	95.5	95.7
Social Studies											
All Students	352	100	39.9	41.7	11.4	6.9	18.3	32.9	34	95.7	95.9
Gender											
Male	192	100	39.7	38	12.8	9.5	22.3	34.7	36.6	95.6	95.7
Female	160	100	40.3	46.1	9.7	3.9	13.6	30.8	31.3	95.8	96.1
Racial/Ethnic Group											
White	185	100	29	47.2	13.6	10.2	23.9	44.4	44.5	94.4	95.2
African American	156	100	53.7	35.6	8.7	2	10.7	19.5	19.1	97.2	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	N/A	97.1
Hispanic	11	100	25	37.5	12.5	25	37.5	40.4	27.5	92.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.6	94.8
Disability Status											
Disabled	35	100	81.8	15.2	0	3	3	12.8	14.4	93.8	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	91.8	97.1
Socio-Economic Status											
Subsidized meals	268	100	48.8	38	9.6	3.6	13.2	22.1	21	95.5	95.7

* 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*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	186	100	42.2	41.1	15.6	1.1	16.7
	7	177	100	34.9	44.4	20.7	0	20.7
	8	187	100	42.9	40.1	16.9	0	16.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	99.4	40.5	37.3	20.3	1.9	22.2
	7	181	100	39.8	42.7	17	0.6	17.5
	8	170	100	39.8	45.3	14.9	0	14.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	186	100	32.2	44.4	15	8.3	23.3
	7	177	100	32.5	49.1	11.2	7.1	18.3
	8	187	100	36.2	53.1	7.9	2.8	10.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	100	30.8	35.8	23.3	10.1	33.3
	7	181	100	33.9	47.4	11.1	7.6	18.7
	8	170	100	31.1	60.2	6.2	2.5	8.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	95	100	55.9	25.8	10.8	7.5	18.3
	7	177	98.9	49.7	30.5	13.2	6.6	19.8
	8	95	100	26.7	47.8	18.9	6.7	25.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	83	100	59.5	15.2	11.4	13.9	25.3
	7	181	100	50.9	27.5	6.4	15.2	21.6
	8	84	100	57	29.1	10.1	3.8	13.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	91	100	26.4	43.7	23	6.9	29.9
	7	177	98.9	55.1	37.7	4.2	3	7.2
	8	92	100	49.4	39.1	9.2	2.3	11.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	85	100	23.8	50	15	11.3	26.3
	7	181	100	52.6	31	9.4	7	16.4
	8	86	100	29.3	56.1	12.2	2.4	14.6

Abbreviations for Missing Data

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