

ROSEMARY MIDDLE

12804 County Line Rd.
Andrews, South Carolina

Grades	6-8 Middle School	
Enrollment	434 Students	
Principal	Michael J. Cavaris	843-264-9780
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

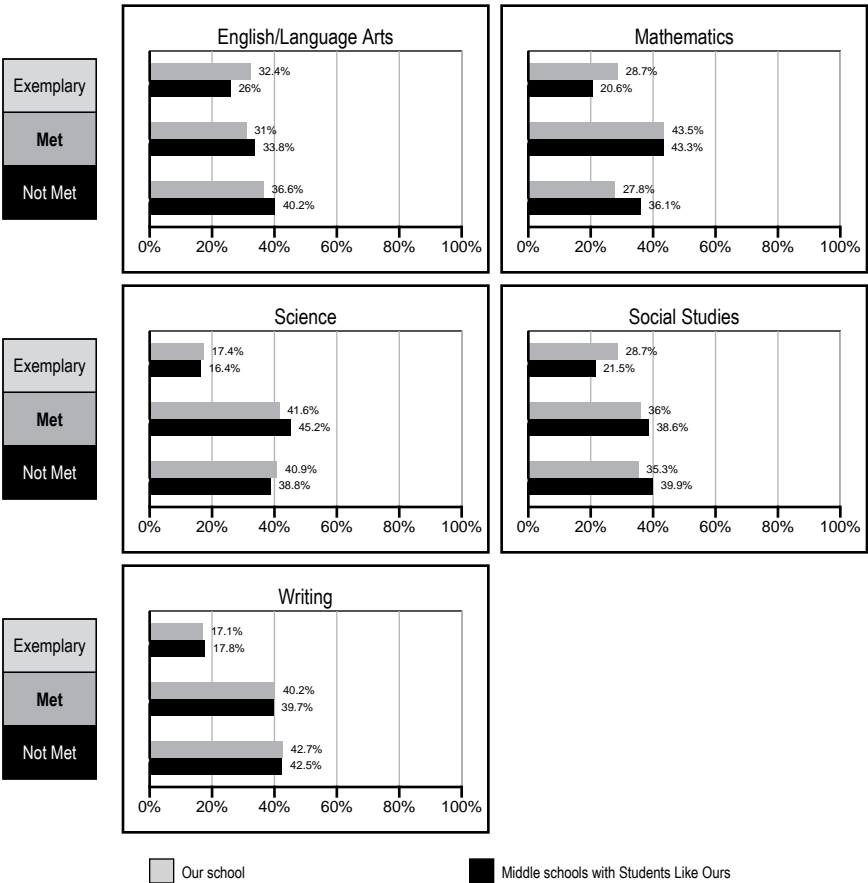
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	39	10	2

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

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	94.7%	97.4%
English 1	96.4%	92.1%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	95.5%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=434)				
Students enrolled in high school credit courses (grades 7 & 8)	13.4%	Down from 16.3%	18.5%	24.5%
Retention rate	0.5%	Down from 1.3%	0.6%	0.7%
Attendance rate	95.1%	Down from 95.6%	95.8%	95.9%
Served by gifted and talented program	19.6%	Up from 18.7%	13.9%	17.8%
With disabilities other than speech	6.3%	Down from 9.3%	10.2%	9.2%
Older than usual for grade	1.6%	Down from 3.9%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.5%	0.6%	0.4%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	64.7%	Up from 58.3%	57.2%	60.0%
Continuing contract teachers	67.6%	Down from 75.0%	82.3%	82.6%
Teachers returning from previous year	80.7%	Up from 79.7%	83.0%	85.6%
Teacher attendance rate	93.1%	Down from 94.2%	95.3%	95.3%
Average teacher salary*	\$46,380	Down 2.4%	\$45,102	\$46,300
Professional development days/teacher	14.7 days	Up from 10.2 days	10.5 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.2 to 1	20.9 to 1	21.5 to 1
Prime instructional time	86.2%	Down from 88.9%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Down from 100.0%	96.7%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$9,398	Up 2.5%	\$7,725	\$7,634
Percent of expenditures for instruction**	55.3%	Down from 55.7%	62.7%	64.0%
Percent of expenditures for teacher salaries**	52.3%	Up from 52.1%	59.9%	61.2%

* 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 principal of Rosemary Middle School, I am extremely proud of our many accomplishments this year. We are very proud of the involvement of our PTSA (Parent, Teacher, and Student Association), SIC (School Improvement Council), and our partnership with various businesses in the Andrews area. We appreciate the support of our parents and community. Their dedication and commitment to our school has made a positive difference for our staff and students.

Our students have worked particularly hard this past school year. We look forward to achieving AYP for the second year in a row. We also have experienced continuous growth as it pertains to MAP (Measures of Academic Progress) and the use of Bench Mark data. Our 6th and 7th grade students have participated in the Reading Workshop Model and have demonstrated an increase in reading comprehension and fluency.

Our dedicated faculty and staff continue to be committed to improving student achievement. The infusion of the Professional Learning Teams across the curriculum has allowed for our teachers to learn and share a variety of proven teaching strategies. Examining student work in alignment with South Carolina State standards has been a significant piece of our Professional Development for this past school year. Our staff believes that this continued effort will ultimately increase our success rate at Rosemary Middle School. We are also excited about offering 100 minute ELA and Math classes in the sixth grade for the 3rd consecutive year; as well as focusing on reading across the curriculum.

Our students received numerous academic awards this past school year. A few of these awards are runner-up in the GCSD Academic Fair and a top 20 placement in The World Math Competition. We also had several students who received placements in the Low Country Science Fair. In the upcoming year, emphasis will continue in 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 will have the opportunity to receive a great education.

Michael J. Cavis, Principal
Michael Hyrowski, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	101	91
Percent satisfied with learning environment	87.1%	82.2%	86.9%
Percent satisfied with social and physical environment	87.1%	83.8%	81.6%
Percent satisfied with school-home relations	60.0%	85.9%	83.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 out of 17 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

R

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	95.1%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	426	99.8	36.6	31	32.4	71	80.1	82.4	No	Yes
Gender										
Male	225	99.6	41.1	31.6	27.3	66	76.6	78.7	N/A	N/A
Female	201	100	31.8	30.3	37.9	76.3	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	206	99.5	25.8	31.4	42.8	79.4	88.8	88.9	Yes	Yes
African American	211	100	46.6	31.1	22.3	63.1	70.4	72.9	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.7	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	33	100	N/AV	N/AV	N/AV	6.3	35.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	330	100	41.1	32.2	26.8	66.6	73.8	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	426	99.8	27.8	43.5	28.7	82.6	82.3	81.9	Yes	Yes
Gender										
Male	225	99.6	31.6	42.6	25.8	78.9	79.6	79.9	N/A	N/A
Female	201	100	23.7	44.4	31.8	86.4	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	206	99.5	16.5	47.9	35.6	89.7	90.3	88.9	Yes	Yes
African American	211	100	38.8	38.8	22.3	75.7	73.2	71.4	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.1	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	33	100	90.6	6.3	3.1	21.9	37.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	330	100	31.8	43.9	24.2	79.6	76.9	74.9	Yes	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	294	100	40.9	41.6	17.4	59.1	63.4	68.6
Gender								
Male	158	100	44.2	38.8	17	55.8	64.1	68.3
Female	136	100	37.3	44.8	17.9	62.7	62.7	68.9
Racial/Ethnic Group								
White	136	100	29.1	48.8	22	70.9	78.3	80.7
African American	151	100	51	35.6	13.4	49	46.4	51.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	4.8	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.7	60.7
Socio-Economic Status								
Subsidized meals	226	100	45.1	41.4	13.5	54.9	53.6	57.3
Social Studies								
All Students	301	100	35.3	36	28.7	64.7	70.3	72.5
Gender								
Male	162	100	39.9	26.4	33.8	60.1	69.1	72
Female	139	100	30.4	46.4	23.2	69.6	71.7	73.1
Racial/Ethnic Group								
White	143	100	24.6	38.8	36.6	75.4	81.5	81
African American	152	100	44.9	34	21.1	55.1	57.6	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	90.9	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	4.5	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	236	100	39	35.9	25.1	61	61.9	62.9

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	124	99.2	42.2	40.5	17.2	57.8	68.5	73.2	95.1	97.2
Gender										
Male	68	98.5	53.2	37.1	9.7	46.8	61	67.2	94.8	97.2
Female	56	100	29.6	44.4	25.9	70.4	76.3	79.4	95.4	97.2
Racial/Ethnic Group										
White	62	98.4	39.3	33.9	26.8	60.7	80.6	81.5	93.6	96.9
African American	59	100	46.6	48.3	5.2	53.4	54.9	61.3	96.6	97.5
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	96.7	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	66.7	94.1	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	13.9	26	94	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.1	65.7	94.8	97.9
Socio-Economic Status										
Subsidized meals	92	100	47.1	41.4	11.5	52.9	59.1	63.2	94.8	97

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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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	168	100	34.6	34	31.5	65.4
	7	130	100	37.4	30.9	31.7	62.6
	8	160	100	44.3	32.2	23.5	55.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	30.3	31.1	38.6	69.7
	7	170	100	41.3	26.3	32.5	58.8
	8	121	99.2	37.4	37.4	25.2	62.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	168	100	22.8	38.3	38.9	77.2
	7	130	100	30.9	47.2	22	69.1
	8	160	100	51	40.9	8.1	49
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	19.7	40.2	40.2	80.3
	7	170	100	31.3	42.5	26.3	68.8
	8	121	99.2	32.2	48.7	19.1	67.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	84	100	41	50.6	8.4	59
	7	130	100	35	50.4	14.6	65
	8	79	100	40	34.7	25.3	60
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	65	100	51.6	43.8	4.7	48.4
	7	170	100	37.5	45	17.5	62.5
	8	59	100	38.6	29.8	31.6	61.4

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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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	84	100	20.3	62	17.7	79.7
	7	130	100	49.6	30.9	19.5	50.4
	8	81	98.8	47.3	36.5	16.2	52.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	100	30.9	48.5	20.6	69.1
	7	170	100	37.5	33.8	28.8	62.5
	8	61	100	34.5	27.6	37.9	65.5
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	99.4	31.7	44.1	24.2	68.3
	7	132	100	38.4	41.6	20	61.6
	8	161	98.8	43.6	37.6	18.8	56.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	124	99.2	42.2	40.5	17.2	57.8

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