

CARVERS BAY HIGH

13002 Choppee Road
Hemingway, South

Grades	9-12 High School	
Enrollment	429 Students	
Principal	Richard Neal	843-558-6920
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	Good	Excellent*
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Below Average

* The School's 2011 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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
1	3	21	1	2

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	69.3%	72.7%	72.9%	62.1%	69.2%	67.1%
Passed 1 subtest (%)	11.8%	11.8%	13.1%	18.4%	16.3%	18.6%
Passed no subtests (%)	18.9%	15.5%	14.0%	19.4%	14.5%	14.2%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	92.5%	86.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	109	112	201	200
Number of Graduates in Cohort	88	97	139	145
Rate	80.7%	86.6%	70.0%	71.1%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	109	N/A	217
Number of Graduates in Cohort	N/A	88	N/A	148
Rate	N/A	80.7%	N/A	69.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	63.2%	67.3%
English 1	60.5%	54.5%
Biology 1/Applied Biology 2	49.6%	52.8%
Physical Science	60.8%	45.2%
US History and the Constitution	28.7%	33.1%
All Tests	50.9%	48.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=429)				
Retention rate	12.1%	Up from 6.1%	4.7%	3.4%
Attendance rate	92.6%	Down from 94.2%	94.9%	95.0%
Served by gifted and talented program	16.3%	Up from 14.8%	8.9%	12.4%
With disabilities other than speech	9.0%	Down from 13.5%	11.9%	9.9%
Older than usual for grade	13.6%	Down from 15.5%	9.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.7%	0.9%
Enrolled in AP/IB programs	16.2%	Up from 15.9%	10.5%	13.0%
Successful on AP/IB exams	28.9%	Up from 25.0%	24.3%	51.7%
Eligible for LIFE Scholarship	30.3%	Up from 28.9%	27.6%	30.1%
Annual dropout rate	1.1%	Down from 1.4%	2.9%	2.5%
Career/technology students in co-curricular organizations	16.8%	Up from 15.9%	4.6%	2.9%
Enrollment in career/technology courses	276	Up from 273	280	419
Students participating in work-based experiences	0.0%	No Change	1.1%	7.2%
Career/technology students attaining technical skills	96.0%	Down from 98.2%	77.0%	83.0%
Career/technology completers placed	96.2%	Up from 93.8%	100.0%	98.4%
Teachers (n=39)				
Teachers with advanced degrees	46.2%	Down from 46.3%	59.6%	61.1%
Continuing contract teachers	66.7%	Up from 63.4%	73.4%	80.6%
Teachers returning from previous year	86.1%	Down from 88.2%	81.7%	86.5%
Teacher attendance rate	77.4%	Down from 95.2%	95.2%	95.5%
Average teacher salary*	\$48,220	Up 2.1%	\$46,476	\$46,884
Professional development days/teacher	16.9 days	Up from 7.6 days	9.9 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.5 to 1	24.0 to 1	26.5 to 1
Prime instructional time	N/R	N/R	90.1%	89.3%
Dollars spent per pupil**	\$11,869	Up 1.8%	\$8,312	\$7,804
Percent of expenditures for teacher salaries**	53.4%	Up from 49.0%	55.8%	58.0%
Percent of expenditures for instruction**	55.6%	Up from 54.6%	59.9%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.3%	96.8%	97.3%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

** 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	107	92.5%	491	50.9%	109	80.7%	No
Gender							
Male	49	89.8%	274	49.6%	57	75.4%	N/A
Female	58	94.8%	215	52.1%	52	86.5%	N/A
Racial/Ethnic Group							
White	17	94.1%	115	70.4%	23	91.3%	N/A
African American	90	92.2%	372	44.6%	85	77.6%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	72.7%	44	11.4%	11	27.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	82	91.5%	377	47.2%	83	79.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Carvers Bay High School (CBHS) is a comprehensive Title I high school located in rural Georgetown County, South Carolina. As unemployment rates continue to increase, many families in our area have been forced to move away to find employment thus causing us to show a slight decrease in our enrollment numbers. Additionally, our community consists of many single parent households. In spite of these challenges, CBHS is working diligently to provide our students with the support and encouragement they need to achieve success in a global society. Our overall goal is to increase the number of students that meet readiness standards for post-secondary education, the workplace, and the military by adopting a culture of high expectations through a more rigorous curriculum.

We have just completed a five year association with the Teacher Advancement Program (TAP). The academic program at CBHS continues to be supported by the High Schools That Work program. The goals and objectives for each course in the core curriculum are aligned with the South Carolina State Curriculum. Test results from the HSAP, SAT, ACT, and AP exams are used to assist instructional leaders at the school to plan strategies to improve student proficiency. The Career and Technology Education (CATE) programs are on the cutting edge of technology and challenge our students with hands-on experience and provide them with life and career skills. All students have Individual Graduation Plans to help prepare them for career pathways. Honors level courses, AP courses, and SAT/ACT preparation courses are available to students, and the delivery of instruction by teachers through the use of technology continues to increase. A Ninth Grade Academy was established in 2005 to assist freshmen students with the academic and social transition from middle to high school.

Extracurricular activities and a wide array of clubs and organizations provide students with a variety of opportunities to excel. Students, teachers, volunteers, and alumni are recognized in a variety of ways throughout the school year.

We have made great strides toward our goal of excellent in education. Our students have made consistent gains on state and national assessments. We are accredited by the Southern Association of Schools and Colleges, have received the South Carolina Palmetto Gold award for closing the achievement gap for two consecutive years, and achieved AYP for school year 2009-2010.

Future goals for CBHS include increasing the number of AP classes offered to our students, providing students with the opportunity to have more challenging academic classes, partnering with community civic organizations to provide opportunities for students to participate in service learning projects, as well as developing a working plan where teachers will have collaborative planning time within the school and with the feeder middle school.

Richard Neal, Principal

Veronica Elliott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	91	11
Percent satisfied with learning environment	86.4%	61.5%	72.7%
Percent satisfied with social and physical environment	88.4%	69.2%	60.0%
Percent satisfied with school-home relations	53.5%	83.3%	72.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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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 CSI

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 Data

	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	4.6%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	107	99.1	16.7	32.4	33.3	17.6	59.8	65.9	68.0	No	Yes
Male	62	98.4	20.0	33.3	30.0	16.7	55.0	58.7	63.1	N/A	N/A
Female	45	100.0	11.9	31.0	38.1	19.0	66.7	75.3	73.1	N/A	N/A
White	17	100.0	N/A	29.4	29.4	41.2	82.4	80.3	79.4	I/S	I/S
African American	89	98.9	20.2	33.3	33.3	13.1	54.8	48.6	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	15	100.0	71.4	28.6	N/A	N/A	N/A	13.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	82	98.8	20.5	35.9	34.6	9.0	53.8	55.4	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	107	99.1	22.5	27.5	30.4	19.6	61.8	58.3	62.3	No	Yes
Male	62	98.4	28.3	26.7	26.7	18.3	55.0	53.1	61.4	N/A	N/A
Female	45	100.0	14.3	28.6	35.7	21.4	71.4	65.0	63.2	N/A	N/A
White	17	100.0	N/A	41.2	23.5	35.3	88.2	74.2	75.3	I/S	I/S
African American	89	98.9	27.4	25.0	31.0	16.7	56.0	39.6	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	15	100.0	92.9	7.1	N/A	N/A	N/A	14.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	82	98.8	26.9	26.9	32.1	14.1	56.4	46.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	107	99.1	72.6	14.2	5.7	7.5	13.2	N/A	N/A	N/A	N/A
Male	62	100.0	66.1	17.7	8.1	8.1	16.1	N/A	N/A	N/A	N/A
Female	45	97.8	81.8	9.1	2.3	6.8	9.1	N/A	N/A	N/A	N/A
White	17	94.1	43.8	25.0	12.5	18.8	31.3	N/A	N/A	N/A	N/A
African American	89	100.0	77.5	12.4	4.5	5.6	10.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	15	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	82	98.8	76.5	13.6	2.5	7.4	9.9	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	110	100.0	21.5	29.0	31.8	17.8	58.9	63.3	65.9
	2011	107	99.1	16.7	32.4	33.3	17.6	59.8	65.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	110	100.0	20.6	26.2	31.8	21.5	61.7	63.2	62.3
	2011	107	99.1	22.5	27.5	30.4	19.6	61.8	58.3	62.3

* Adjusted to account for natural variation in performance.

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