



## Carvers Bay Middle School

13000

Georgetown, SC 29440

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	327 Students	
<b>Principal</b>	Comeletia Pyatt	843-558-6960
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	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

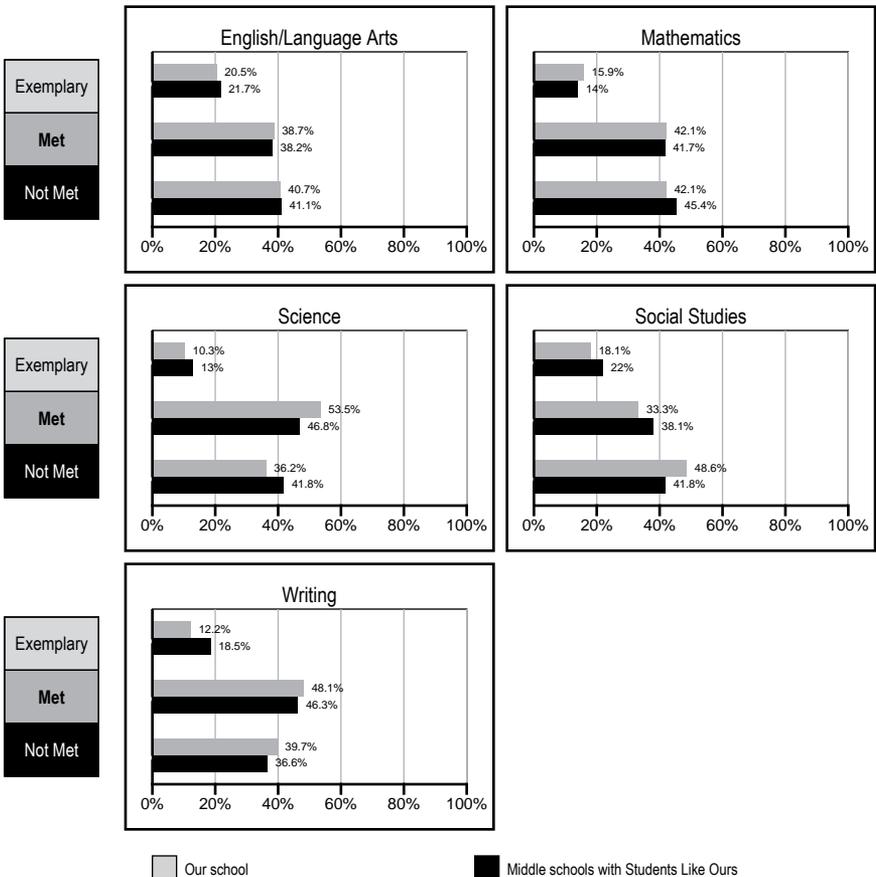
96.5%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	1	37	17	7

\* 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	100.0%	93.3%
English 1	95.0%	89.1%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.5%	93.5%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=327)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	8.6%	Down from 12.7%	16.2%	24.6%
Retention rate	0.0%	Down from 1.8%	1.0%	0.6%
Attendance rate	96.1%	Up from 96.0%	95.5%	95.9%
Served by gifted and talented program	13.1%	N/A	10.5%	18.5%
With disabilities	15.0%	N/A	15.0%	13.0%
Older than usual for grade	9.3%	N/A	6.9%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	Up from 60.0%	61.0%	61.5%
Continuing contract teachers	85.7%	Up from 75.0%	70.5%	77.2%
Teachers returning from previous year	82.1%	Up from 73.8%	82.4%	85.9%
Teacher attendance rate	93.6%	Down from 95.7%	94.9%	94.9%
Average teacher salary*	\$47,538	Up 4.1%	\$45,279	\$47,313
Professional development days/teacher	9.8 days	Up from 8.6 days	10.2 days	10.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 22.7 to 1	20.0 to 1	22.1 to 1
Prime instructional time	88.2%	Down from 90.8%	89.3%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	99.4%	99.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$8,859	Down 3.7%	\$8,441	\$7,239
Percent of expenditures for instruction**	50.0%	Down from 51.4%	62.0%	63.0%
Percent of expenditures for teacher salaries**	48.0%	Down from 48.9%	56.5%	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

We are extremely proud of our accomplishments for the 2012-2013 school year. We appreciate the support of our parents and community. We are also grateful for the involvement of our PTO and SIC. Their dedication and commitment to our school has had a positive impact on our students.

Carvers Bay Middle School continues to provide an academic environment of high expectations for learning. Our objective remains for all students to have a positive learning experience and become lifelong learners. Students have worked hard this school year, and we continue to see growth. CBM continues to provide support to teachers through the use of a school level curriculum coach as well as district level curriculum coaches for each content area including technology. Our school remains vested in Professional Learning Teams that meet weekly to develop long and short-term goals regarding instructional practices to ensure student achievement. This school year our main focus was continuing with school and district initiatives already in place. These initiatives are PBIS, Balanced Literacy in ELA, utilizing content area pacing in all areas, and the use of common assessments and MAP testing to assess students' progress throughout the year. The data provided from these assessments helped teachers develop plans for addressing identified areas of weakness and adjust instructional practices to move students towards the desired learning goals. With an emphasis placed on integrating technology into lessons, the new district technology coach was instrumental in helping teachers by visiting classrooms, modeling the use of new and engaging technology, and meeting with teachers to plan new ways to implement multi-media.

During the upcoming school year, an emphasis will be placed on closing the achievement gap, maintaining a safe and nurturing environment for all students, and the implementation of the S.C. Common Core Standards. With the continued support and assistance of parents, community, and staff, we will provide the students of CBM the opportunity to receive the best education possible.

Again, we extend our gratitude to the PTO and SIC committees which continue to support the efforts of our students, staff, and teachers. We would also like to express thanks to our teachers, staff, parents and community members for their commitment to hard work and their continuous efforts in school improvement which assuredly will result in academic gains for each student at CBM.

Rebecca McLean, SIC Chair  
Comeletia Pyatt, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	88	51
Percent satisfied with learning environment	100%	86.4%	92.1%
Percent satisfied with social and physical environment	100%	92.1%	86%
Percent satisfied with school-home relations	80%	85.2%	86.3%

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

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## 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.

<b>Overall Weighted Points Total</b>	<b>46.6</b>
<b>Overall Grade Conversion</b>	<b>F</b>

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

Carvers Bay 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	3.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 6-8</b>						
All Students	628.0	626.3	611.4	609.3	100.0	100.0
Male	626.2	629.1	609.2	613.3	100.0	100.0
Female	630.0	623.2	613.8	604.9	100.0	100.0
White	644.9	634.3	624.9	618.7	100.0	100.0
African American	623.0	624.1	606.5	606.4	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	575.6	583.8	574.4	570.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	622.3	623.6	608.1	604.4	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
<b>English/Language Arts</b>							
<b>2012</b>	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	117	100	44.5	29.1	26.4	55.5
	7	111	100	34	42.7	23.3	66
	8	111	100	34.3	38.1	27.6	65.7
<b>2013</b>	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	91	100	44.2	38.4	17.4	55.8
	7	124	100	35.5	40.5	24	64.5
	8	99	100	44.2	36.8	18.9	55.8
<b>Mathematics</b>							
<b>2012</b>	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	117	100	34.5	44.5	20.9	65.5
	7	111	100	40.8	41.7	17.5	59.2
	8	111	100	27.6	51.4	21	72.4
<b>2013</b>	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	91	100	48.8	39.5	11.6	51.2
	7	124	100	40.5	42.1	17.4	59.5
	8	99	100	37.9	44.2	17.9	62.1
<b>Science</b>							
<b>2012</b>	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	58	100	38.9	53.7	7.4	61.1
	7	111	100	35.9	39.8	24.3	64.1
	8	56	100	33.3	52.9	13.7	66.7
<b>2013</b>	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	47	100	38.6	54.5	6.8	61.4
	7	124	100	29.8	58.7	11.6	70.2
	8	49	100	50	39.6	10.4	50

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	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	59	100	35.7	48.2	16.1	64.3
	7	111	100	33	40.8	26.2	67
	8	55	100	38.9	46.3	14.8	61.1
<b>2013</b>	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	44	100	31	54.8	14.3	69
	7	124	100	51.2	25.6	23.1	48.8
	8	50	100	57.4	34	8.5	42.6
<b>Writing</b>							
<b>2012</b>	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	111	100	30.2	45.3	24.5	69.8
<b>2013</b>	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	94	100	39.3	49.4	11.2	60.7
	7	124	100	42.1	46.3	11.6	57.9
	8	104	100	37.3	49	13.7	62.7

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