



Thomas C. Cario Middle

3500 Thomas Cario Blvd.

Mt. Pleasant, SC 29466

Grades	6-8 Middle School	
Enrollment	1,264 Students	
Principal	Shari D. Bouis	843-856-4595
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

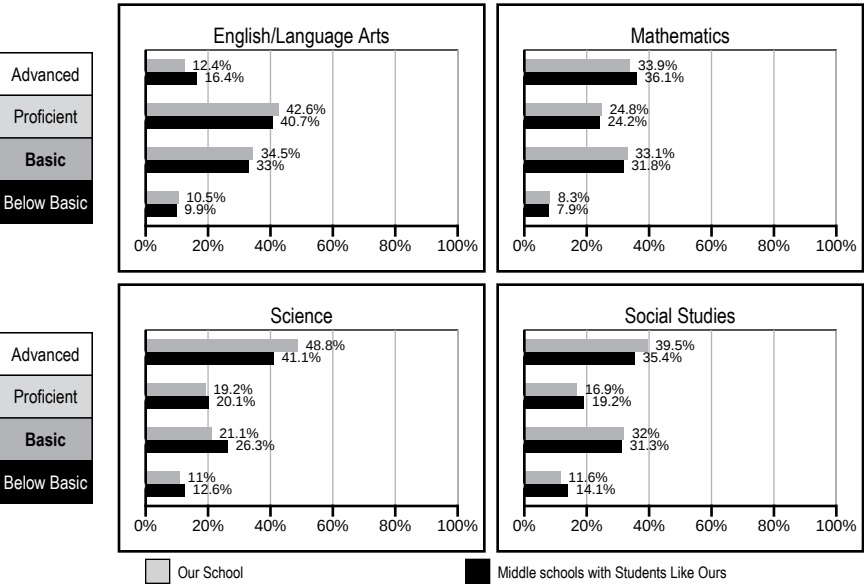
92.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

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

* 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	100.0	99.9
English 1	0	100.0
Physical Science	0	100.0
All Subjects	100.0	99.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,264)				
Students enrolled in high school credit courses (grades 7 & 8)	46.5%	Up from 42.2%	35.6%	19.4%
Retention rate	0.8%	Down from 1.0%	0.2%	1.8%
Attendance rate	95.5%	Down from 95.9%	96.8%	95.8%
Eligible for gifted and talented	34.5%	Up from 14.2%	36.8%	15.3%
With disabilities other than speech	8.8%	Up from 7.0%	7.3%	12.9%
Older than usual for grade	1.3%	Up from 1.2%	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.7%	Up from 2.1%	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=79)				
Teachers with advanced degrees	46.8%	Down from 53.3%	56.8%	55.0%
Continuing contract teachers	60.8%	Down from 68.4%	79.3%	70.6%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	1.9%	5.4%
Teachers returning from previous year	84.5%	Up from 81.8%	84.4%	83.4%
Teacher attendance rate	94.8%	Down from 95.0%	94.8%	94.9%
Average teacher salary	\$42,417	Up 7.0%	\$46,661	\$44,706
Professional development days/teacher	10.8 days	Up from 10.4 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 24.6 to 1	22.1 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 89.1%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	99.5%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$5,010	Down 1.5%	\$6,552	\$7,097
Percent of expenditures for instruction*	72.7%	Up from 71.3%	64.8%	64.4%
Percent of expenditures for teacher salaries*	63.4%	Down from 65.0%	59.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cario Middle School continues to excel in academics, the arts, athletics, and extracurricular activities. Our students have consistently demonstrated mastery of rigorous academic standards in a safe and nurturing learning environment and have shown gains in all areas tested on Measures of Academic Progress (MAP). Our course offerings are academically challenging and provide opportunities for enrichment as well as academic support. We have one of the highest percentages of students identified as gifted and talented in the Charleston County School District. Fifty-two percent of our eligible students take courses for high school credit. Our students successfully compete in academic challenges such as the Wando High School Annual Math Competition (1st place in Algebra), the CCSD Spellbound Spelling Bee, the Lieutenant Governor's Writing Contest, and the National Geographic Geography Bee. Exploratory courses such as Spanish, health, drama, and keyboarding were available to our students during the 2007-2008 school year. Our special-needs students and their peers have grown academically and socially through our inclusion initiative.

Cario students demonstrate excellence in the arts. Our visual arts students have earned recognition and numerous awards. Our orchestra students received superior ratings at the South Carolina Concert Festival. Our band again received the state's Outstanding Performance Award and earned superior ratings at the SC Concert Festival. Cario's Sixth-Grade Chorus earned a "superior plus" rating at the Solo & Ensemble Festival. Athletic opportunities and other extracurricular activities are also valued by Cario students. In cooperation with the Mount Pleasant Recreation Department, Cario teams compete in football, volleyball, and cheerleading. Opportunities to participate in soccer, track and field, tennis, swimming, golf, baseball, and softball are also available. Cario's student council actively promotes and coordinates activities for the student body. Our yearbook staff successfully produced a high-quality publication, and our Dance Team was a winner in the middle-school dance competition.

The Cario staff has participated in a variety of on-going professional development opportunities in order to meet the needs of our students. Cario Middle School is recognized as a Making Middle Grades Work site, and we use this model to implement positive changes in our school. Our talented and dedicated faculty and staff recognize the importance of working collaboratively in curriculum teams in order to provide the highest quality instruction for all students.

We recognize the importance of high expectations, rigorous academic requirements, and a safe and supportive learning environment for all students. As we focus on these priorities, we will continue to solicit parent, community, and business support through partnerships, our School Improvement Council, booster clubs, advisory boards, and our Parent Teacher Student Association. We invite you to visit our school to see the good things that are happening and to become involved in ensuring the success of our students.

Shari Bouis, Principal
Rebecca Imholz and Michael Allen, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	70	405	254
Percent satisfied with learning environment	75.7%	62.9%	70.4%
Percent satisfied with social and physical environment	88.6%	72.3%	70.3%
Percent satisfied with school-home relations	77.1%	81.8%	60.7%

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

School Adequate Yearly Progress

NO

This school met 16 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

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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.5%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	1242	99.9	10.5	34.6	42.5	12.4	67.2	53.5	48.2	Yes	Yes
Gender											
Male	627	99.8	13.3	38.3	39.1	9.2	61	47.3	41.7	N/A	N/A
Female	615	100	7.7	30.8	45.8	15.7	73.6	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	961	100	6.1	32.5	47.4	14	74.1	77.6	60	Yes	Yes
African American	197	99.5	32.3	46.9	17.7	3.1	31.3	32.1	31.7	No	Yes
Asian/Pacific Islander	27	100	3.8	23.1	42.3	30.8	76.9	75.1	70.4	I/S	I/S
Hispanic	21	100	25	37.5	37.5	0	62.5	41.9	38.4	I/S	I/S
American Indian/Alaskan	16	100	6.7	33.3	53.3	6.7	80	73.2	47	I/S	I/S
Disability Status											
Disabled	113	99.1	60.9	31.8	6.4	0.9	10	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	16.7	33.3	50	0	66.7	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	180	99.4	31.6	47.4	18.7	2.3	35.1	33	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	1242	99.9	9.2	35.7	24.1	31	66.4	49.7	45.8	Yes	Yes
Gender											
Male	627	99.8	9.2	28.9	24.3	37.5	68.8	49.5	45.6	N/A	N/A
Female	615	100	9.2	42.5	23.9	24.4	64	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	961	100	5.3	32.8	25.5	36.4	72.7	75.6	59	Yes	Yes
African American	197	99.5	28.6	51.6	14.6	5.2	32.8	26.2	26.9	No	Yes
Asian/Pacific Islander	27	100	3.8	26.9	26.9	42.3	76.9	78.9	71.3	I/S	I/S
Hispanic	21	100	12.5	43.8	25	18.8	75	40.3	38.1	I/S	I/S
American Indian/Alaskan	16	100	0	33.3	46.7	20	73.3	61	46.2	I/S	I/S
Disability Status											
Disabled	113	99.1	51.8	38.2	4.5	5.5	17.3	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	16.7	16.7	41.7	25	75	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	180	99.4	29.2	45.6	17	8.2	37.4	28.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	819	99.8	10.9	21.1	19.2	48.9	68.1	39.2	35.7	95.5	96
Gender											
Male	420	99.8	11.9	15.8	18.6	53.7	72.3	40.8	37.4	95.6	95.8
Female	399	99.8	9.8	26.5	19.8	43.8	63.7	37.6	33.8	95.5	96.1
Racial/Ethnic Group											
White	639	99.8	7.2	16.7	21.2	54.9	76.1	66.4	49.2	95.4	96.1
African American	124	99.2	28.6	47.1	9.2	15.1	24.4	15.3	17	95.8	95.8
Asian/Pacific Islander	14	100	15.4	15.4	23.1	46.2	69.2	63.5	58	97.1	97.3
Hispanic	16	100	23.1	7.7	30.8	38.5	69.2	26	24.9	95.5	96.2
American Indian/Alaskan	13	100	0	16.7	16.7	66.7	83.3	66.7	37.4	95.4	95.7
Disability Status											
Disabled	75	98.7	51.4	25	18.1	5.6	23.6	16.6	14	93.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97	96.3
Socio-Economic Status											
Subsided meals	122	100	27.6	37.1	12.1	23.3	35.3	17.1	21.1	95.1	95.5
Social Studies											
All Students	816	99.9	11.7	32	16.9	39.4	56.3	40.2	34	95.5	96
Gender											
Male	410	100	11	28	17.3	43.8	61	42	36.6	95.6	95.8
Female	406	99.8	12.4	36	16.5	35	51.5	38.3	31.3	95.5	96.1
Racial/Ethnic Group											
White	632	99.8	7.8	28.8	18.3	45.1	63.4	63.3	44.5	95.4	96.1
African American	133	100	31.3	49.6	8.4	10.7	19.1	19.1	19.1	95.8	95.8
Asian/Pacific Islander	17	100	0	18.8	31.3	50	81.3	74.3	58.9	97.1	97.3
Hispanic	12	100	25	25	25	25	50	29.3	27.5	95.5	96.2
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	95.4	95.7
Disability Status											
Disabled	72	100	45.7	34.3	11.4	8.6	20	18.2	14.4	93.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	11	100	12.5	12.5	50	25	75	31.9	27.3	97	96.3
Socio-Economic Status											
Subsided meals	114	100	33.9	48.6	7.3	10.1	17.4	20.1	21	95.1	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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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	400	100	11.6	29.6	44.4	14.3	58.7
	7	428	100	13	42.5	37.7	6.8	44.5
	8	378	100	11.8	47.1	36.9	4.1	41
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	413	100	9	30.1	47.1	13.8	60.9
	7	392	99.7	11	34.3	44.5	10.2	54.7
	8	437	100	11.5	39.1	36.2	13.2	49.4
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	400	100	10.8	28	29.6	31.5	61.1
	7	428	100	11.2	37.7	24.7	26.4	51.1
	8	378	100	10.5	51.2	26.2	12.1	38.3
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	413	100	6.5	24.1	24.6	44.9	69.4
	7	392	99.7	8.6	30.6	25.4	35.3	60.7
	8	437	100	12.2	51.1	22.6	14.1	36.7
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	202	100	13.8	19	24.3	42.9	67.2
	7	428	99.8	15.9	27.4	22.5	34.2	56.7
	8	189	100	9.4	37.8	20	32.8	52.8
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	208	100	13.1	13.1	15.6	58.3	73.9
	7	392	99.5	8.2	25.8	18.4	47.6	66.1
	8	219	100	13.6	20.2	23.9	42.3	66.2
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	199	100	6.4	17.6	28.9	47.1	75.9
	7	427	100	22	33	16.1	28.9	45
	8	189	100	10.4	53.6	22.4	13.7	36.1
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	206	100	7	15.4	14.9	62.7	77.6
	7	392	99.7	15	33.3	12.3	39.4	51.7
	8	218	100	10.4	45.3	26.9	17.5	44.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample