



Carvers Bay Middle

13000 Choppee Road
Hemingway, South

Grades	6-8 Middle School	
Enrollment	358 Students	
Principal	Darryl P. Stanley	843-558-6930
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	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

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

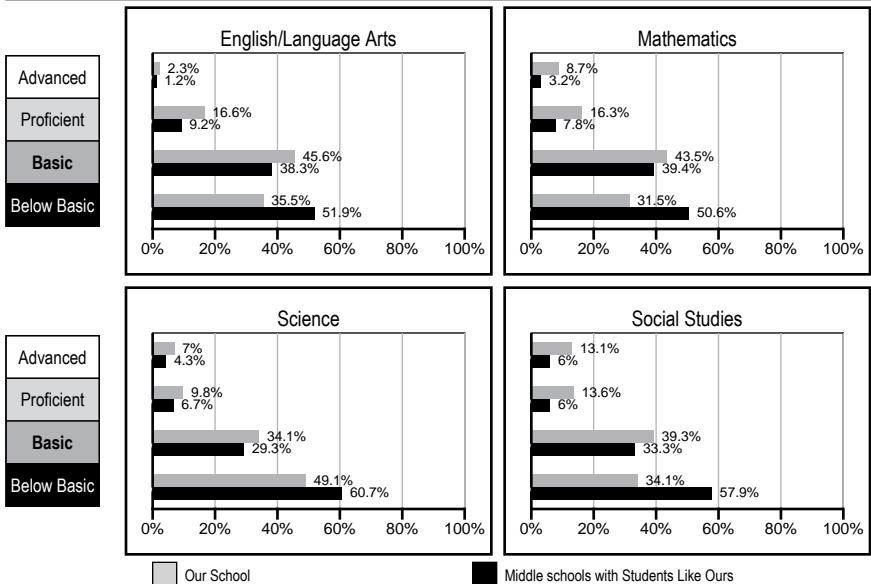
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	28

* 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	81.4
English 1	100.0	84.4
Physical Science	0	39.7
All Subjects	100.0	78.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=358)				
Students enrolled in high school credit courses (grades 7 & 8)	14.5%	Up from 14.0%	11.3%	19.4%
Retention rate	0.6%	Down from 0.8%	3.3%	1.8%
Attendance rate	96.6%	Down from 96.9%	95.0%	95.8%
Eligible for gifted and talented	20.2%	Up from 18.9%	4.7%	15.3%
With disabilities other than speech	12.6%	Up from 12.0%	13.7%	12.9%
Older than usual for grade	3.6%	Down from 3.8%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Down from 54.2%	53.6%	55.0%
Continuing contract teachers	72.0%	Up from 66.7%	55.1%	70.6%
Teachers with emergency or provisional certificates	12.5%	Down from 13.0%	18.8%	5.4%
Teachers returning from previous year	83.7%	Up from 77.7%	76.4%	83.4%
Teacher attendance rate	94.3%	Down from 96.0%	94.7%	94.9%
Average teacher salary	\$47,688	Up 10.2%	\$43,043	\$44,706
Professional development days/teacher	13.0 days	Down from 18.0 days	13.2 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.6 to 1	15.9 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 90.8%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	98.0%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$8,870	Down 2.5%	\$9,032	\$7,097
Percent of expenditures for instruction*	54.6%	Up from 53.5%	62.6%	64.4%
Percent of expenditures for teacher salaries*	47.8%	Up from 44.9%	54.7%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This school year, we have continued to utilize programs and strategies to encourage our students to excel. As a school, we are still participating in the Talent Development Reading program to increase reading comprehension and vocabulary. We participated in the Colorado State Program for Drug Awareness. Our Honor Roll students were awarded with a field trip each nine weeks which increased student interest in performing well and behaving well. Our staff has worked diligently on data teams to analyze student scores on Common Assessments, MAP tests, and PACT, as well as student performance on Nonfiction Writing prompts.

We have continued to recognize students who exhibit good character through our school wide Character program. We also have a strong PTO to support the activities and ideas of our teachers and students. The guidance department has involved parents and pastors in various workshops to enlist involvement and increase interest in the school. We have implemented Single Gender education into our Enrichment classes and some 6th grade Science classes. Due to the positive response, we are looking into how we can use Single Gender in the future at our school. The CBM School Improvement Committee kicked off a pilot mentoring program on Monday, March 3. This is a grassroots project suggested and designed by SIC members.

Through the use of school and community members, students will be encouraged to build high self-esteem, acquire a greater commitment to academic success, and seek the highest quality education possible for developing the mind, body, and character within a caring environment. In the future, we are looking forward to participating in the Making Middle Grades Work initiative which will increase the rigor of our classes and promote the use of data to guide instruction. We also want to increase parental involvement which will lead to continued student success.

Lastly, the staff is to be highly regarded for their commitment and dedication to our students. We will continue to have high expectations in order for each student to be successful.

James Jackson, SIC Chairmen
Darryl P. Stanley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	111	30
Percent satisfied with learning environment	84.4%	81.8%	79.3%
Percent satisfied with social and physical environment	96.9%	81.8%	79.3%
Percent satisfied with school-home relations	51.6%	82.7%	79.3%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 19 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

Restructure

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	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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

All Students	347	100	37.5	45.8	15.7	0.9	28.9	46	48.2	No	Yes
Gender											
Male	192	100	46.9	41.3	11.7	0	22.9	39.5	41.7	N/A	N/A
Female	155	100	26	51.4	20.5	2.1	36.3	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	69	100	18.6	50.8	28.8	1.7	49.2	58.9	60	Yes	Yes
African American	275	100	41.8	44.5	12.9	0.8	24.3	32.5	31.7	Yes	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	2	I/S	I/S	I/S	I/S	I/S	I/S	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	42	100	97.2	2.8	0	0	0	13.2	16	I/S	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	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	324	100	38.7	44.9	15.4	1	26.9	35.1	34	Yes	Yes

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

All Students	347	100	32.3	44.6	16	7.1	32	46.1	45.8	No	Yes
Gender											
Male	192	100	36.3	40.8	14	8.9	30.7	45.4	45.6	N/A	N/A
Female	155	100	27.4	49.3	18.5	4.8	33.6	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	69	100	8.5	50.8	25.4	15.3	55.9	60.3	59	Yes	Yes
African American	275	100	38	42.6	14.1	5.3	27	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	2	I/S	I/S	I/S	I/S	I/S	I/S	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	42	100	86.1	11.1	2.8	0	2.8	15.3	17.1	I/S	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	2	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	324	100	32.8	44.3	16.1	6.9	31.1	35.8	31.4	No	Yes

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

Abbreviations for Missing Data

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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	230	100	49.1	34.1	9.8	7	16.8	35.1	35.7	96.6	95.9
Gender											
Male	126	100	55.9	28	8.5	7.6	16.1	36.6	37.4	96.4	95.7
Female	104	100	40.6	41.7	11.5	6.3	17.7	33.6	33.8	96.8	96.1
Racial/Ethnic Group											
White	44	100	27	43.2	16.2	13.5	29.7	52.6	49.2	95.9	95.2
African American	184	100	53.7	32	8.6	5.7	14.3	17.3	17	96.8	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	1	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	93.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
Disability Status											
Disabled	27	100	95.8	4.2	0	0	0	12.3	14	95	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	1	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	97.5	97.1
Socio-Economic Status											
Subsided meals	216	100	49.5	33.7	9.4	7.4	16.8	22.9	21.1	96.5	95.7
Social Studies											
All Students	227	100	34.1	39.3	13.6	13.1	26.6	32.9	34	96.6	95.9
Gender											
Male	131	100	36.6	39.8	8.9	14.6	23.6	34.7	36.6	96.4	95.7
Female	96	100	30.8	38.5	19.8	11	30.8	30.8	31.3	96.8	96.1
Racial/Ethnic Group											
White	41	100	18.9	35.1	16.2	29.7	45.9	44.4	44.5	95.9	95.2
African American	184	100	37.7	40	13.1	9.1	22.3	19.5	19.1	96.8	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	1	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	93.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
Disability Status											
Disabled	28	100	75	25	0	0	0	12.8	14.4	95	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	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	97.5	97.1
Socio-Economic Status											
Subsided meals	211	100	35.2	39.7	13.6	11.6	25.1	22.1	21	96.5	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	113	100	47.7	38.3	14	0	14
	7	125	100	49.2	34.2	15	1.7	16.7
	8	132	100	42.6	46.5	9.3	1.6	10.9
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	113	100	42.6	33.3	23.1	0.9	24.1
	7	110	100	33	56.3	9.7	1	10.7
	8	124	100	36.8	48.2	14	0.9	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	113	100	21.5	48.6	23.4	6.5	29.9
	7	125	100	32.5	37.5	16.7	13.3	30
	8	132	100	47.3	38	10.1	4.7	14.7
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	113	100	32.4	35.2	20.4	12	32.4
	7	110	100	36.9	39.8	16.5	6.8	23.3
	8	124	100	28.1	57.9	11.4	2.6	14
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	58	100	46.4	42.9	8.9	1.8	10.7
	7	125	98.4	45.4	34.5	13.4	6.7	20.2
	8	66	100	41.5	40	12.3	6.2	18.5
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	56	100	67.9	13.2	11.3	7.5	18.9
	7	110	100	50.5	41.7	4.9	2.9	7.8
	8	64	100	29.3	39.7	17.2	13.8	31
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	55	96.4	22	46	26	6	32
	7	125	100	48.3	32.5	6.7	12.5	19.2
	8	66	100	25	54.7	17.2	3.1	20.3
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	57	100	18.2	29.1	23.6	29.1	52.7
	7	110	100	42.7	38.8	7.8	10.7	18.4
	8	60	100	33.9	50	14.3	1.8	16.1

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