



Carver-Edisto Middle

2018 Carver School Road
Cordova, SC 29039

Grades	6-8 Middle School	
Enrollment	601 Students	
Principal	Jeannie B. Monson	803-534-3554
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

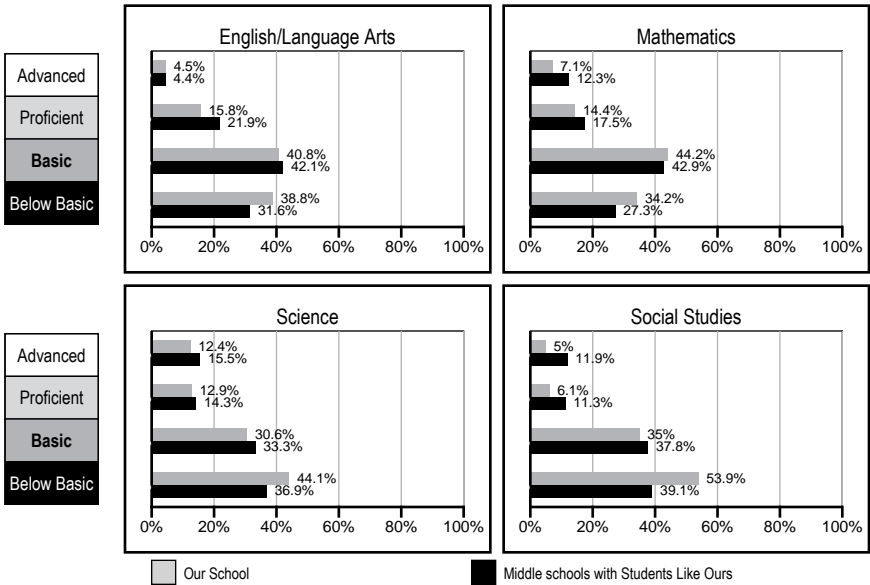
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	32	5

* 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	95.8	96.8
English 1	81.1	94.6
Physical Science	0	76.9
All Subjects	88.1	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=601)				
Students enrolled in high school credit courses (grades 7 & 8)	26.5%	Down from 46.7%	18.7%	19.4%
Retention rate	0.8%	Down from 0.9%	1.8%	1.8%
Attendance rate	94.0%	Down from 94.1%	95.7%	95.8%
Eligible for gifted and talented	7.7%	Down from 8.8%	14.3%	15.3%
With disabilities other than speech	8.3%	No Change	14.8%	12.9%
Older than usual for grade	2.0%	Up from 1.7%	3.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.3%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	73.8%	Up from 63.6%	52.6%	55.0%
Continuing contract teachers	61.9%	Down from 77.3%	73.3%	70.6%
Teachers with emergency or provisional certificates	2.7%	Down from 2.8%	5.7%	5.4%
Teachers returning from previous year	81.2%	Down from 83.0%	83.7%	83.4%
Teacher attendance rate	95.9%	Up from 89.2%	94.7%	94.9%
Average teacher salary	\$45,501	Up 1.7%	\$44,508	\$44,706
Professional development days/teacher	9.6 days	Down from 16.9 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.9 to 1	19.1 to 1	20.1 to 1
Prime instructional time	88.2%	Up from 81.6%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.6%	Down from 100.0%	97.8%	98.0%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$7,056	Up 9.9%	\$7,020	\$7,097
Percent of expenditures for instruction*	67.7%	Up from 61.2%	65.2%	64.4%
Percent of expenditures for teacher salaries*	60.0%	Up from 57.6%	60.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In the past year, the professionals at Carver-Edisto Middle School have spearheaded several initiatives aimed at increasing student achievement. Teachers were trained to work together using a proven, effective curriculum. Academic Coaches, a Principal Specialist, and additional teachers were employed to assist teachers with their work in the classroom. Professional development time was targeted on best teaching and assessment practices and on how to use student data. Additionally, technology has been increased and upgraded. Furthermore, students organized personal student data notebooks to track their progress and to plan for their futures. As students have met their goals throughout the year, they have had their pictures taken for Academic Celebration Walls and participated in school-wide celebrations. Also, each teacher sponsored a club activity for the students. In addition to these clubs, our students performed two musicals this year, "A Dickens of a Christmas" and "The Lion King." To date, these initiatives have begun to show progress.

However, we know that more is needed. We believe it is necessary to develop and incorporate a new approach to meet the needs of our students. Therefore, beginning with the school year 2008-2009, project-based learning (PBL) integrated with state-of-the-art technology has been implemented. Two hundred sixth grade students are being served in the first year, and this project will continue to proceed to the next grades in the following two years. This innovative approach is utilizing technology to build necessary Twenty-First Century skills. An overarching focus of PBL is providing a real-world learning environment acclimating students to their future workplaces. Succinctly stated, the PBL design is based on academic rigor, authentic audiences, applied learning, active exploration, adult relationships, and authentic assessment.

In order to bring this real-world learning to all students, Carver-Edisto Middle School has "Gone Green." All students, faculty, and staff are working together to first investigate, explore, and create an eco-friendly environment at the middle school and then spread their learning to the community. Throughout all of this, the students at CEMS are reading and writing in all courses this year. We kicked off this initiative this past summer with the first Summer Reading and Enrichment Program. We believe that this has helped bridge the learning gap often created over the summer. Collectively, we believe that these student-centered activities and programs have created a learning environment that enables all students to reach their goals!

Marriet Hickson, School Improvement Chairperson
Jeannie Monson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	176	94
Percent satisfied with learning environment	84.3%	54.0%	58.7%
Percent satisfied with social and physical environment	86.3%	57.1%	60.2%
Percent satisfied with school-home relations	56.9%	72.7%	62.0%

* 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 17 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

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.0%	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	580	100	38.3	41.9	15.2	4.6	28.9	34.2	48.2	Yes	Yes
Gender											
Male	302	100	47.1	39.3	11.1	2.5	20	27	41.7	N/A	N/A
Female	278	100	28.9	44.7	19.5	6.8	38.3	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	302	100	30.1	43.7	19.6	6.6	39.2	44.9	60	Yes	Yes
African American	271	100	47.2	40.2	10.2	2.4	17.7	23.4	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	63	100	75	14.3	3.6	7.1	10.7	11.8	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S
Socio-Economic Status											
Subsidized meals	360	100	48.3	38.1	11.8	1.8	20.8	26.9	34	No	Yes

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

All Students	580	100	35.9	44.7	12.3	7.1	29.1	31.2	45.8	Yes	Yes
Gender											
Male	302	100	38.2	41.4	12.9	7.5	28.9	30.4	45.6	N/A	N/A
Female	278	100	33.5	48.1	11.7	6.8	29.3	32.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	302	100	26.9	43.7	17.1	12.2	42.3	45	59	Yes	Yes
African American	271	100	46.9	44.9	6.7	1.6	14.2	17.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	38.1	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	63	100	62.5	26.8	5.4	5.4	12.5	11	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S
Socio-Economic Status											
Subsidized meals	360	100	45.3	42.6	8.5	3.6	20.8	22.7	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	390	100	43.7	30.3	13.1	12.8	26	24.6	35.7	94	95.5	
Gender												
Male	207	100	47.1	23.3	14.8	14.8	29.6	26	37.4	93.2	95.2	
Female	183	100	40.1	37.9	11.3	10.7	22	23	33.8	94.8	95.8	
Racial/Ethnic Group												
White	194	100	29.7	33	16.8	20.5	37.3	37.2	49.2	93.7	95	
African American	189	100	58.9	27.4	8.6	5.1	13.7	11.7	17	94.3	95.9	
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	92.2	
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	16.7	24.9	88.1	94.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	89.4	95.9	
Disability Status												
Disabled	40	100	75.8	6.1	6.1	12.1	18.2	9.4	14	92.9	95.1	
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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	88	94.8	
Socio-Economic Status												
Subsided meals	246	100	50.7	27.8	11.5	10.1	21.6	19	21.1	93.3	95.2	
Social Studies												
All Students	384	99.7	53.6	34.8	6.4	5.2	11.6	18.9	34	94	95.5	
Gender												
Male	199	99.5	53.5	33.7	6.4	6.4	12.8	20.2	36.6	93.2	95.2	
Female	185	100	53.7	36	6.3	4	10.3	17.4	31.3	94.8	95.8	
Racial/Ethnic Group												
White	203	99.5	43.5	39.3	7.9	9.4	17.3	26.4	44.5	93.7	95	
African American	178	100	64.9	29.8	4.8	0.6	5.4	11.8	19.1	94.3	95.9	
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	92.2	
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	88.1	94.8	
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	89.4	95.9	
Disability Status												
Disabled	45	97.8	65.9	24.4	4.9	4.9	9.8	8.5	14.4	92.9	95.1	
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	88	94.8	
Socio-Economic Status												
Subsided meals	247	99.6	66.7	28.9	3.1	1.3	4.4	12.1	21	93.3	95.2	

* 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	201	100	50	39.6	8.9	1.6	10.4
	7	210	100	40.9	46.5	12.6	0	12.6
	8	230	99.6	48.4	34.6	14.7	2.3	17.1
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	186	100	41.1	32	18.9	8	26.9
	7	194	100	33.9	48.1	14.8	3.3	18
	8	200	100	39.9	45.2	12.2	2.7	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	201	100	51	35.9	10.4	2.6	13
	7	210	100	48	36.4	11.1	4.5	15.7
	8	230	100	54.8	36.4	7.8	0.9	8.8
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	186	100	33.1	38.9	15.4	12.6	28
	7	194	100	23.5	57.4	11.5	7.7	19.1
	8	200	100	50.5	37.8	10.1	1.6	11.7
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	100	100	63.2	22.1	8.4	6.3	14.7
	7	210	100	42.4	39.9	8.6	9.1	17.7
	8	115	100	52.7	33.6	6.4	7.3	13.6
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	94	100	58.6	16.1	12.6	12.6	25.3
	7	194	100	30.1	37.7	15.3	16.9	32.2
	8	102	100	56.3	29.2	9.4	5.2	14.6
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	101	100	52.6	40.2	6.2	1	7.2
	7	210	100	65.2	25.8	5.1	4	9.1
	8	114	100	57	41.1	1.9	0	1.9
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	93	98.9	44.3	31.8	14.8	9.1	23.9
	7	193	100	63.2	30.8	1.6	4.4	6
	8	98	100	43.5	45.7	7.6	3.3	10.9

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