



Carvers Bay High

13002 Choppee Road
Hemingway, South

Grades	9-12 High School	
Enrollment	484 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below 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 GOAL

By 2010, SC'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.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	5	9	5	9

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	77.9	74.6	69.3	67.2	67.3	62.1
Passed 1 subtest (%)	11.8	13.1	11.8	18.1	16.8	18.4
Passed no subtests (%)	10.3	12.3	18.9	14.7	15.9	19.4

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	90.5%	90.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	136	178
Number of Diplomas	112	126
Rate	82.4%	69.4%

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	81.4	57.9
English 1	49.5	49.0
Physical Science	31.2	37.0
US History and the Constitution	28.4	22.4
All Tests	44.8	40.5

* 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=484)				
Retention rate	10.9%	Down from 11.3%	6.8%	4.8%
Attendance rate	94.7%	Up from 94.3%	94.9%	95.5%
Eligible for gifted and talented	12.8%	Down from 14.9%	6.1%	9.2%
With disabilities other than speech	15.1%	Down from 15.5%	14.1%	12.6%
Older than usual for grade	15.5%	Down from 16.7%	11.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 2.1%	0.8%	1.2%
Enrolled in AP/IB programs	7.0%	Down from 13.3%	4.8%	13.2%
Successful on AP/IB exams	N/A	N/A	36.8%	55.6%
Eligible for LIFE Scholarship	30.6%	Up from 28.0%	27.9%	29.8%
Annual dropout rate	1.2%	Down from 1.3%	3.8%	3.5%
Career/technology students in co-curricular organizations	6.2%	Up from 1.6%	3.7%	3.0%
Enrollment in career/technology courses	325	Up from 225	466	523
Students participating in work-based experiences	19.1%	Up from 0.4%	8.5%	12.9%
Career/technology students attaining technical skills	92.4%	Down from 94.1%	75.6%	79.3%
Career/technology completers placed	96.9%	Up from 96.3%	100.0%	98.8%
Teachers (n=42)				
Teachers with advanced degrees	47.6%	Up from 42.2%	51.8%	58.6%
Continuing contract teachers	66.7%	Down from 68.9%	65.0%	71.6%
Teachers with emergency or provisional certificates	17.5%	Down from 19.0%	14.7%	8.1%
Teachers returning from previous year	86.3%	Up from 86.0%	80.4%	85.0%
Teacher attendance rate	95.4%	Up from 95.1%	95.5%	95.5%
Average teacher salary*	\$48,872	Up 3.8%	\$46,870	\$47,761
Professional development days/teacher	12.5 days	Up from 8.5 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.8 to 1	23.1 to 1	26.1 to 1
Prime instructional time	88.4%	Up from 86.9%	89.1%	89.8%
Dollars spent per pupil**	\$11,198	Up 8.9%	\$8,730	\$7,883
Percent of expenditures for teacher salaries**	46.9%	Down from 47.1%	53.4%	54.1%
Percent of expenditures for instruction**	53.3%	Down from 54.4%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 48.9%	90.9%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	Good	N/A	Good	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	126	90.5%	444	44.8%	136	82.4%	No
Gender							
Male	63	87.3%	247	44.1%	70	72.9%	N/A
Female	63	93.7%	197	45.7%	66	92.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	73	52.1%	10	90.0%	N/A
African American	119	89.9%	367	43.3%	125	81.6%	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	21	42.9%	64	25.0%	20	30.0%	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	102	90.2%	352	40.6%	107	84.1%	N/A

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Carver Bay High School (CBHS) is a comprehensive high school located in rural Georgetown County, South Carolina. Employment opportunities are limited, and the unemployment rate is high. Carvers Bay High School continues to be a leader in single-gender education. The school is in its second year of the Teachers Advancement Program (TAP) initiative and is committed to improving achievement for all students. The school's building construction and agricultural science programs are on the cutting edge by challenging our students with hands-on experience and providing them with lifeskills. Carvers Bay High School Education and Economic Development Act (EEDA) programs have been chosen to be a part of a four year longitudinal study through a grant from Clemson University.

The school's overriding challenge is to get an increasing number of students to meet readiness standards for both postsecondary education and the workplace by adopting a culture of high expectations through a more rigorous curriculum. To achieve this goal, four fundamental issues will be addressed:

To continue to upgrade the program of study so that every core subject is being taught at the post-secondary level, engaging and challenging students in a rigorous instructional program;

To create a climate of high expectations so that all students can perform at least at the proficiency level on state standards;

To develop a working plan where teachers can have collaborative planning time not only within the school but, also, with the feeder middle school; and

To continue to build district and community commitment and understanding for improvement efforts.

Sincerely,
Kelvin Wymbbs, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	70	24
Percent satisfied with learning environment	68.6%	70.0%	79.2%
Percent satisfied with social and physical environment	80.0%	79.7%	66.7%
Percent satisfied with school-home relations	45.7%	72.9%	79.2%

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

Abbreviations for Missing Data

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

NI

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		2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers		0.6%	5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	128	99.2	22.3	38.8	24.8	14	49.6	57.1	61.8	No	Yes
Male	63	98.4	27.6	41.4	20.7	10.3	41.4	51.1	57.4	N/A	N/A
Female	65	100	17.5	36.5	28.6	17.5	57.1	63.4	66.1	N/A	N/A
White	19	100	10.5	15.8	36.8	36.8	78.9	73.2	74.3	I/S	I/S
African American	109	99.1	24.5	43.1	22.5	9.8	44.1	42.7	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	21	95.2	82.4	11.8	5.9	0	11.8	12.1	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	101	99	23.4	44.7	22.3	9.6	43.6	41.4	45.6	No	Yes

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

All Students	128	98.4	23.3	33.3	25.8	17.5	55	59.1	62.7	No	Yes
Male	63	98.4	27.6	32.8	22.4	17.2	50	55.2	61.8	N/A	N/A
Female	65	98.5	19.4	33.9	29	17.7	59.7	63.1	63.6	N/A	N/A
White	19	94.7	5.6	22.2	27.8	44.4	83.3	74.2	75.1	I/S	I/S
African American	109	99.1	26.5	35.3	25.5	12.7	50	45.1	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	21	95.2	76.5	17.6	5.9	0	11.8	11.2	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	101	98	25.8	35.5	25.8	12.9	51.6	46	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	128	91.4	65.6	14.1	7.8	3.9	11.7	N/A	N/A	N/A	N/A
Male	63	90.5	61.9	12.7	11.1	4.8	15.9	N/A	N/A	N/A	N/A
Female	65	92.3	69.2	15.4	4.6	3.1	I/S	N/A	N/A	N/A	N/A
White	19	94.7	42.1	15.8	15.8	21.1	I/S	N/A	N/A	N/A	N/A
African American	109	90.8	69.7	13.8	6.4	0.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	21	76.2	71.4	4.8	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	101	89.1	68.3	13.9	5.0	2.0	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2008	130	100	19.7	39.4	31.5	9.4	52.8	61.9	69.7
	2009	128	99.2	22.3	38.8	24.8	14	49.6	57.1	61.8

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

All Students	2008	130	99.2	16.7	30.2	36.5	16.7	65.1	62.1	67.2
	2009	128	98.4	23.3	33.3	25.8	17.5	55	59.1	62.7

* Adjusted to account for natural variation in performance.