



Thomas C. Cario Middle

3500 Thomas Cario Blvd.

Mt. Pleasant, SC 29466

Grades	6-8 Middle School	
Enrollment	1,213 Students	
Principal	Shari D. Bouis	843-856-4595
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Excellent	Good

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

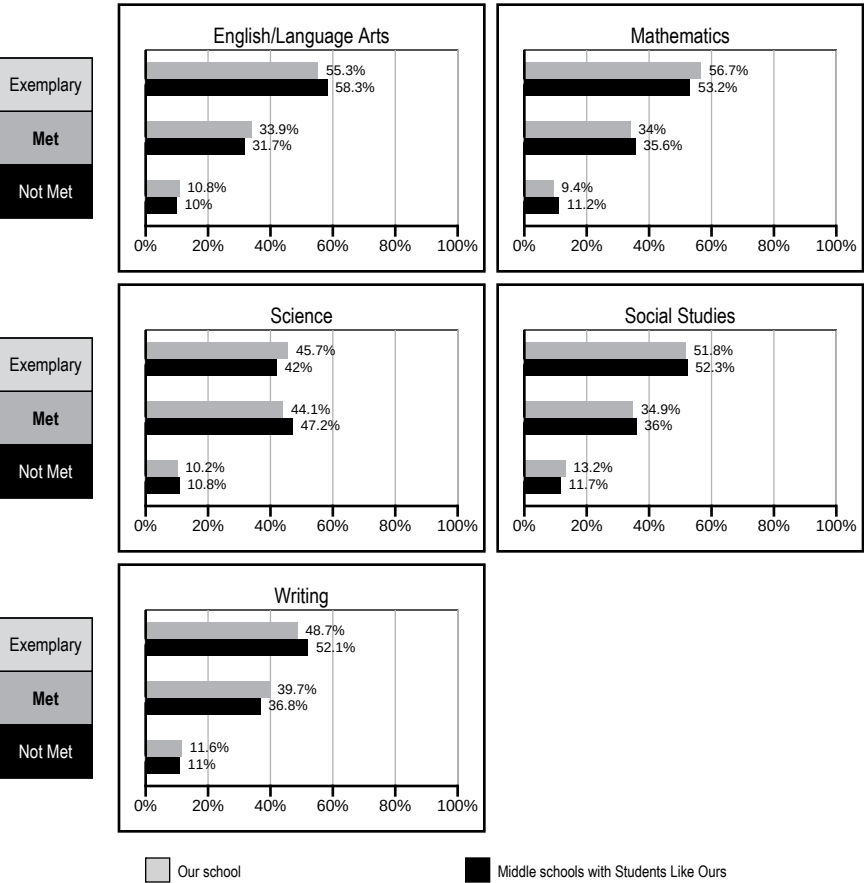
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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%	99.5%
English 1	N/A	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,213)				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Down from 46.5%	40.0%	21.6%
Retention rate	0.8%	No Change	0.3%	1.2%
Attendance rate	95.6%	Up from 95.5%	97.0%	95.9%
Eligible for gifted and talented	33.2%	Down from 34.5%	30.3%	14.8%
With disabilities other than speech	6.7%	Down from 8.8%	6.7%	12.6%
Older than usual for grade	0.8%	Down from 1.3%	0.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 4.7%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=75)				
Teachers with advanced degrees	41.3%	Down from 46.8%	61.5%	56.9%
Continuing contract teachers	68.0%	Up from 60.8%	77.0%	72.7%
Teachers with emergency or provisional certificates	3.0%	Up from 1.8%	3.0%	5.3%
Teachers returning from previous year	82.6%	Down from 84.5%	85.9%	82.9%
Teacher attendance rate	92.9%	Down from 94.8%	95.1%	95.2%
Average teacher salary*	\$43,932	Up 3.6%	\$47,398	\$46,599
Professional development days/teacher	11.9 days	Up from 10.8 days	11.9 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Down from 25.1 to 1	24.8 to 1	20.1 to 1
Prime instructional time	87.2%	Down from 89.3%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$5,242	Up 4.6%	\$6,519	\$7,645
Percent of expenditures for instruction**	73.9%	Up from 72.7%	66.0%	63.4%
Percent of expenditures for teacher salaries**	65.7%	Up from 63.4%	61.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cario Middle School continues its tradition of excellence in academics, arts, athletics, and extracurricular activities. Cario is widely recognized as a highly successful middle school with a large campus, a small-school atmosphere, and huge opportunities for students. On the school report card, Cario earned the highest absolute achievement index rating among all non-magnet middle schools in Charleston County School District (CCSD). Cario's students have consistently demonstrated mastery of rigorous academic standards. Cario provides a quality honors program at all grade levels, as well as a structured system of interventions for students who need academic assistance. There are numerous opportunities for students to earn high school credits, and Cario has one of the highest percentages of students identified as gifted and talented (GT) in CCSD. Cario students compete in academic challenges such as the SC Science Olympiad (2nd place in the state), American Mathematics Competition (certificate of merit), Math Counts competition (1st place in the region), Wando High School Math Competition (1st place in Algebra), CCSD Spellbound Spelling Bee, National Geographic Geography Bee, and Greek Mythology Bee. Students may take exploratory courses such as Spanish, pre-engineering, health, drama, fitness, and keyboarding. Our Measures of Academic Progress (MAP) scores delineate growth in reading, mathematics, and language usage across all grade levels.

Cario students demonstrate excellence in arts and extracurricular activities. Visual artists have earned numerous awards, including two first place ribbons at Trident Technical College's Quest competition. Drama students performed several plays. Orchestra students received superior ratings at the SC Concert Festival. Cario's band received the state's Outstanding Performance Award for the eighth consecutive year and earned superior ratings at the SC Concert Festival. The Cario Chorus earned a "superior plus" rating at the Solo & Ensemble Festival, and four Cario singers were selected to the National Honor Choir. Cario teams competed in football, volleyball, cheerleading, soccer, tennis, swimming, golf, baseball, and softball. Student council sponsored a talent show, and the yearbook staff produced a high-quality publication.

The Cario staff has participated in on-going professional development (PD) in order to meet the needs of our students. PD focused on the SC curriculum standards through use of the CCSD Coherent Curriculum, an advisory program for students, instructional technology, active engagement, rigor and relevance, and differentiated instruction based on students' needs. Cario's faculty includes twelve members who have earned National Board Certification, thirteen teachers with GT endorsements, and forty-seven percent of the teaching staff with advanced degrees.

Cario Middle School uses the Making Middle Grades Work model to implement positive changes in our school. We recognize the importance of high expectations, rigorous academics, and a safe, supportive learning environment for all students. As partners in education, our faculty and staff, parents, and community members support and actively participate in making Cario Middle School a model for educational excellence.

Shari Bouis, Principal
Martha Senf, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	351	102
Percent satisfied with learning environment	91.7%	72.5%	86.3%
Percent satisfied with social and physical environment	95.9%	81.9%	83.0%
Percent satisfied with school-home relations	95.9%	82.7%	70.0%

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

School Adequate Yearly Progress

YES

This school met 21 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. 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	1220	100	10.7	34	55.2	92.9	84.9	82.8	Yes	Yes
Gender										
Male	621	100	12.7	34.3	53	90.8	81.8	79.3	N/A	N/A
Female	599	100	8.7	33.8	57.5	95	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	941	100	6.9	31.7	61.5	95.5	95.8	89.5	Yes	Yes
African American	209	100	27.8	47.1	25.1	80.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	18	100	13.3	13.3	73.3	93.3	96.4	92.3	I/S	I/S
Hispanic	30	100	22.2	40.7	37	85.2	76.3	76.5	I/S	I/S
American Indian/Alaskan	12	100	8.3	25	66.7	100	94	82.5	I/S	I/S
Disability Status										
Disabled	87	100	46.8	44.3	8.9	62	53.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	31.6	42.1	26.3	78.9	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	199	100	27.8	47.8	24.4	81.1	74.9	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	1220	100	10.7	37.2	52.1	92.4	81	78.9	Yes	Yes
Gender										
Male	621	100	12.7	32.4	54.8	90.5	79.3	77	N/A	N/A
Female	599	100	8.7	42.1	49.2	94.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	941	100	6.7	34.8	58.5	95.4	94.6	87.2	Yes	Yes
African American	209	100	29.4	49.7	20.9	78.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	18	100	6.7	20	73.3	100	94.6	93	I/S	I/S
Hispanic	30	100	18.5	40.7	40.7	81.5	76.7	76	I/S	I/S
American Indian/Alaskan	12	100	8.3	41.7	50	91.7	92	79.5	I/S	I/S
Disability Status										
Disabled	87	100	51.9	38	10.1	57	46.9	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	21.1	57.9	21.1	78.9	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	199	100	27.2	49.4	23.3	76.7	69.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	832	100	10.5	43.9	45.5	89.5	68.9	67.5
Gender								
Male	427	100	10.9	37.6	51.5	89.1	68.2	67
Female	405	100	10.2	50.4	39.4	89.8	69.6	68
Racial/Ethnic Group								
White	639	100	5.8	42	52.2	94.2	90.4	79.5
African American	138	100	32.5	56.1	11.4	67.5	48.1	50.3
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	25	100	21.7	47.8	30.4	78.3	58.6	60.7
American Indian/Alaskan	11	100	9.1	36.4	54.5	90.9	84.4	71.2
Disability Status								
Disabled	58	100	60.8	35.3	3.9	39.2	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	19	100	23.5	41.2	35.3	76.5	58.3	59.6
Socio-Economic Status								
Subsided meals	138	100	29.4	53.2	17.5	70.6	50.2	55.1

Social Studies								
All Students	832	100	13.4	34.9	51.6	86.6	76.8	72.3
Gender								
Male	427	100	13.2	29.1	57.7	86.8	75.3	71.5
Female	405	100	13.7	41	45.4	86.3	78.4	73.2
Racial/Ethnic Group								
White	644	100	11.2	31.8	57	88.8	91.5	80.7
African American	146	100	25.8	50.8	23.4	74.2	62.7	60
Asian/Pacific Islander	12	100	9.1	27.3	63.6	90.9	89.5	88.5
Hispanic	15	100	8.3	41.7	50	91.7	71.4	68
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	68	100	53.3	31.7	15	46.7	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	135	100	28.6	48.7	22.7	71.4	64	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1229	99.2	11.3	39.8	48.8	88.7	74.1	70.2	95.6	96
Gender										
Male	626	99.2	15	41.7	43.4	85	67.8	63.2	95.6	95.9
Female	603	99.2	7.6	38	54.4	92.4	80.6	77.5	95.6	96.1
Racial/Ethnic Group										
White	945	99.5	7.7	38.1	54.3	92.3	90.4	79.1	95.5	95.9
African American	214	98.1	28.7	48.4	22.9	71.3	59.2	57.6	95.9	96
Asian/Pacific Islander	17	94.1	N/AV	N/AV	N/AV	100	89.9	86.2	97.9	97
Hispanic	30	100	22.2	48.1	29.6	77.8	61.1	62.6	95.5	96.3
American Indian/Alaskan	12	100	8.3	41.7	50	91.7	84	68.7	94.4	95.8
Disability Status										
Disabled	89	94.4	58.7	36	5.3	41.3	29.6	26.1	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	22	100	31.6	26.3	42.1	68.4	60.2	61.2	96.3	96.5
Socio-Economic Status										
Subsidized meals	199	98	27.8	55.7	16.5	72.2	59.1	58.9	95.1	95.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	385	100	9.6	34.2	56.3	90.4
	7	440	100	10.5	33.4	56.1	89.5
	8	395	100	12.1	34.6	53.3	87.9
Mathematics							
2009	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	385	100	10.4	35.5	54.1	89.6
	7	440	100	8.8	37.5	53.7	91.2
	8	395	100	13.1	38.6	48.3	86.9
Science							
2009	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	195	100	10.8	56.5	32.8	89.2
	7	440	100	10.7	47.6	41.7	89.3
	8	197	100	9.9	23.6	66.5	90.1
Social Studies							
2009	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	194	100	6	40.7	53.3	94
	7	439	100	18.7	31.6	49.8	81.3
	8	199	100	8.9	36.8	54.2	91.1
Writing							
2009	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	388	98.7	9.1	36.6	54.3	90.9
	7	442	98.9	10.6	39.1	50.4	89.4
	8	399	100	14.3	43.6	42.1	85.7

Abbreviations for Missing Data

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