



Carvers Bay Middle

13000 Choppee Road
Hemingway, South

Grades	6-8 Middle School	
Enrollment	331 Students	
Principal	Comeletia Pyatt	843-558-6930
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	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

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

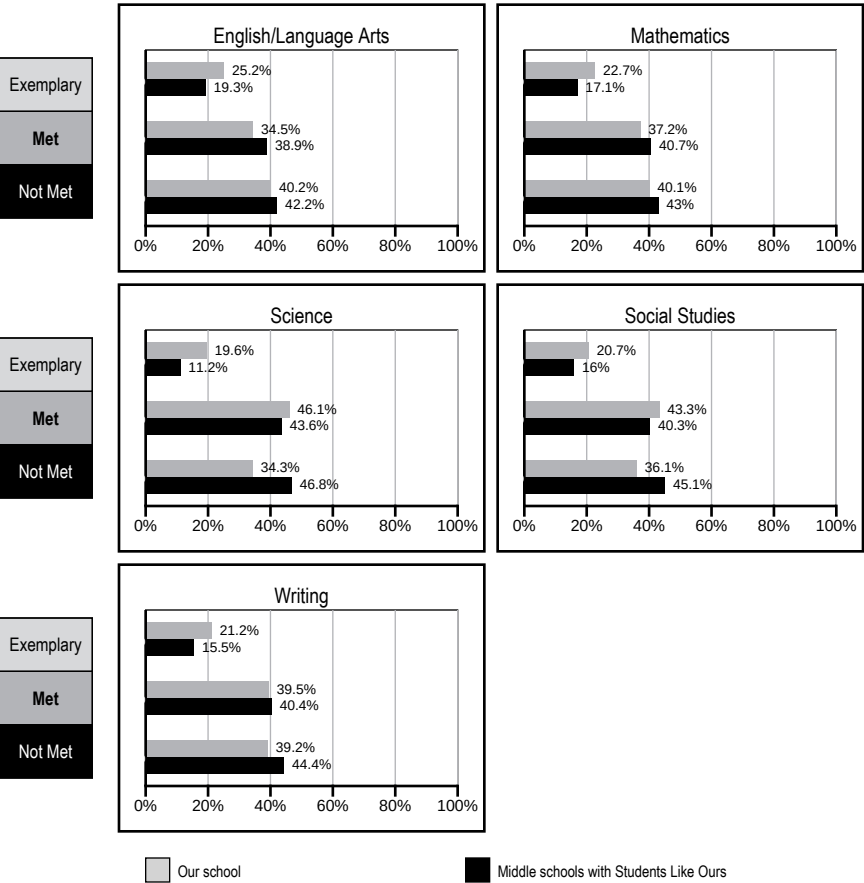
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	23	6

* 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	96.8%	90.7%
English 1	96.0%	88.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	96.4%	89.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=331)				
Students enrolled in high school credit courses (grades 7 & 8)	16.0%	Up from 14.5%	15.0%	21.6%
Retention rate	0.9%	Up from 0.6%	2.0%	1.2%
Attendance rate	96.3%	Down from 96.6%	95.4%	95.9%
Eligible for gifted and talented	19.2%	Down from 20.2%	9.2%	14.8%
With disabilities other than speech	12.7%	Up from 12.6%	14.3%	12.6%
Older than usual for grade	3.0%	Down from 3.6%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.0%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Up from 52.0%	57.0%	56.9%
Continuing contract teachers	85.7%	Up from 72.0%	65.5%	72.7%
Teachers with emergency or provisional certificates	4.8%	Down from 12.5%	10.0%	5.3%
Teachers returning from previous year	86.3%	Up from 83.7%	79.8%	82.9%
Teacher attendance rate	94.1%	Down from 94.3%	95.0%	95.2%
Average teacher salary*	\$52,887	Up 10.9%	\$46,470	\$46,599
Professional development days/teacher	18.1 days	Up from 13.0 days	11.3 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 17.2 to 1	18.6 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 88.7%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 98.5%	97.1%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,338	Up 16.6%	\$8,860	\$7,645
Percent of expenditures for instruction**	54.1%	Down from 54.6%	62.7%	63.4%
Percent of expenditures for teacher salaries**	47.6%	Down from 47.8%	55.2%	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

What an exciting school year at Carvers Bay Middle School! We are proud of our list of accomplishments. One of which is formally implementing the Teacher Advancement Program (TAP). The goal of a TAP performance school is to boost student achievement by “attracting, developing, motivating and retaining high-caliber educators” through ongoing professional development focused on instructional practices to solely meet the needs of our students at Carvers Bay Middle. We are only one of two schools in the district to implement this model.

Through the TAP initiative, our teachers are able to learn, plan, share, and mentor others through collaborative meetings held once a week which facilitate collegiality. This time not only offers the opportunity to constantly improve the quality of teacher instruction, but it allows time for discussion of student data and school goals which focus on improving reading and math performance for the school. The TAP Leadership Team analyzes student achievement by carefully examining data and performance levels of every student and their individual needs using evaluations such as common assessments, consensus writing, and MAP and PACT scores.

CBM continues to concentrate on student achievement within reading, math, and technology integration. We still remain the only school in the district with a full-time technology coach. 87 % of our teachers have Promethean boards in their classrooms which allow teachers to enhance learning and student engagement through interactive computer based-lessons.

This year we continued with programs and strategies that help our students excel. In addition to implementing the TAP program, we are still participating in Everyday Math for our sixth grade classes. Our teachers continue to receive staff development which improves the quality of instruction. We had our first Making Middle Grades Work audit this fall and many suggestions were incorporated into our curriculum and school plan for this year. The implementation of single-gender classes continues to have a positive effect on student achievement. This year, an optional class for students who may not be suited for single-gender studies was given as an option.

We have continued with the Georgetown County Boys, Coastal Carolina University, and CBMS Advisor-Advisee Mentoring Programs, all designed to promote self esteem, and encourage students to perform at their highest. We will continue to expand the “One Child” mentoring program though the SIC in the upcoming year by partnering with community organizations.

We have continued to recognize students who exhibit good character through our school-wide character program. We continue to reward our students with a recognition program each nine weeks, along with academic incentive trips.

We extend our thanks to our PTO and SIC which continues to support the ideas of our students, staff, and teachers. As we continue to work hard, make gains, and strive for continuous school improvement, we thank our teachers, staff, parents, and community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	96	19
Percent satisfied with learning environment	56.0%	82.3%	100.0%
Percent satisfied with social and physical environment	76.0%	84.0%	73.7%
Percent satisfied with school-home relations	45.8%	82.3%	89.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 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

R-DELAY

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	2.4%	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	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	324	99.4	41.6	34.1	24.4	71.4	81.6	82.8	Yes	Yes
Gender										
Male	177	98.9	49.1	33.5	17.4	65.9	77.5	79.3	N/A	N/A
Female	147	100	32.6	34.8	32.6	78	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	64	100	21.7	33.3	45	85	89.9	89.5	Yes	Yes
African American	256	99.2	45.9	34.8	19.3	68	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	42	95.2	N/AV	N/AV	N/AV	16.7	39.7	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	257	99.2	46.7	36.4	16.9	67.4	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	324	99.4	42.9	38	19.2	68.8	80.4	78.9	Yes	Yes
Gender										
Male	177	98.9	50.3	31.1	18.6	64.7	77.7	77	N/A	N/A
Female	147	100	34	46.1	19.9	73.8	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	64	100	16.7	50	33.3	88.3	88.9	87.2	Yes	Yes
African American	256	99.2	48.8	35.2	16	63.9	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	42	95.2	N/AV	N/AV	N/AV	13.9	36.4	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	257	99.2	48.3	36.8	14.9	63.2	73.7	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	214	99.5	34.3	46.1	19.6	65.7	65.8	67.5
Gender								
Male	123	99.2	37.3	42.4	20.3	62.7	63.5	67
Female	91	100	30.2	51.2	18.6	69.8	68.3	68
Racial/Ethnic Group								
White	50	100	13	41.3	45.7	87	79.6	79.5
African American	160	99.4	40.3	47.4	12.3	59.7	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	96.4	N/AV	N/AV	N/AV	25	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	166	99.4	40.8	43.3	15.9	59.2	55.1	55.1

Social Studies

All Students	217	99.5	36.1	43.3	20.7	63.9	70.4	72.3
Gender								
Male	111	99.1	38.7	38.7	22.6	61.3	70	71.5
Female	106	100	33.3	48	18.6	66.7	70.8	73.2
Racial/Ethnic Group								
White	38	100	16.7	41.7	41.7	83.3	81.6	80.7
African American	178	99.4	39.8	43.9	16.4	60.2	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	96.3	N/AV	N/AV	N/AV	12	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	172	99.4	42.9	41.1	16	57.1	60.5	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	328	99.1	39.2	39.5	21.2	60.8	69.5	70.2	96.3	96.2
Gender										
Male	181	98.3	48.5	36.1	15.4	51.5	61.9	63.2	95.7	96.1
Female	147	100	28.2	43.7	28.2	71.8	77.7	77.5	97	96.3
Racial/Ethnic Group										
White	63	98.4	25	30	45	75	80.2	79.1	95	95.6
African American	259	99.2	42.1	42.1	15.8	57.9	57.9	57.6	96.6	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.7	62.6	92.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.2
Disability Status										
Disabled	41	92.7	N/AV	N/AV	N/AV	8.6	16.1	26.1	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.6	61.2	94.2	97.2
Socio-Economic Status										
Subsidized meals	259	99.2	45.5	40.2	14.2	54.5	59.7	58.9	96.1	96

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	108	100	37.5	40.4	22.1	62.5
	7	108	99.1	42.3	28.8	28.8	57.7
	8	108	99.1	45	33	22	55
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	108	100	43.3	38.5	18.3	56.7
	7	108	99.1	39.4	38.5	22.1	60.6
	8	108	99.1	46	37	17	54
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	53	100	38.5	46.2	15.4	61.5
	7	108	99.1	30.8	43.3	26	69.2
	8	53	100	37.5	52.1	10.4	62.5
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	55	100	28.8	53.8	17.3	71.2
	7	108	99.1	44.2	33.7	22.1	55.8
	8	54	100	26.9	51.9	21.2	73.1
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	109	99.1	39.4	39.4	21.2	60.6
	7	111	99.1	34.9	42.5	22.6	65.1
	8	108	99.1	43.6	36.6	19.8	56.4

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample