



## CARVERS BAY MIDDLE

13000 Choppee Road  
Hemingway, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	339 Students	
<b>Principal</b>	Comeletia Pyatt	843-558-6930
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

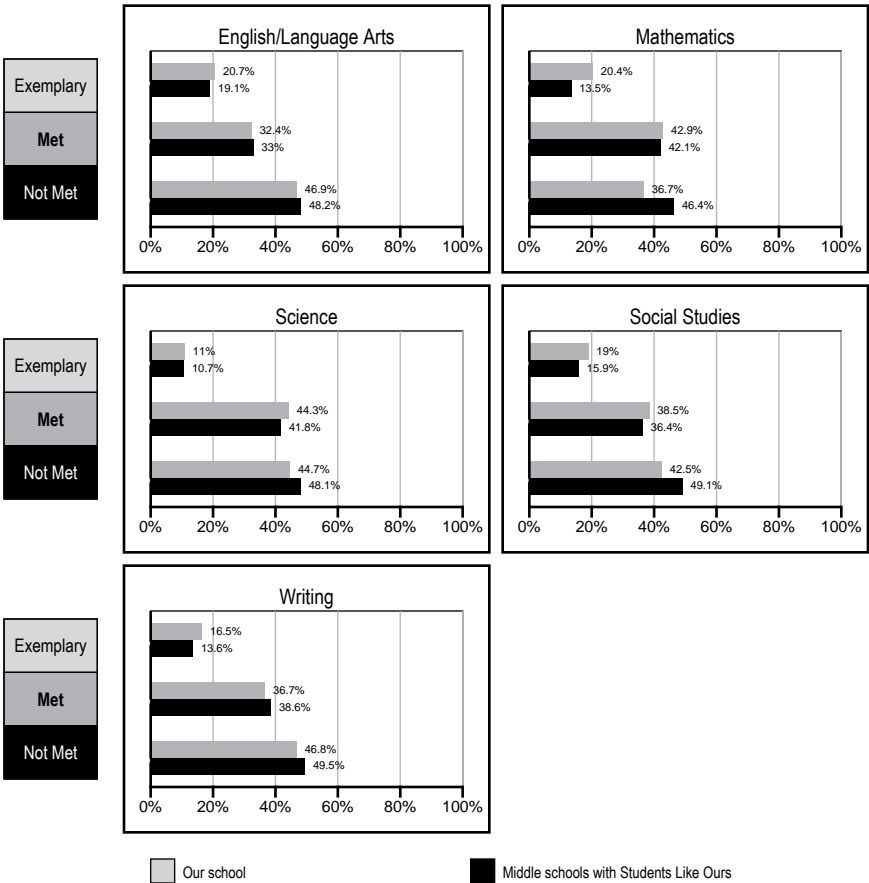
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	26	17

\* Ratings are calculated with data available by 11/09/2011.

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%	92.4%
English 1	100.0%	89.3%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	19.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	90.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=339)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.0%	Down from 17.3%	13.6%	24.5%
Retention rate	2.7%	Up from 2.4%	1.0%	0.7%
Attendance rate	95.3%	Down from 96.1%	95.6%	95.9%
Served by gifted and talented program	14.2%	Down from 18.0%	7.2%	17.8%
With disabilities other than speech	7.8%	Down from 10.6%	10.9%	9.2%
Older than usual for grade	3.2%	No Change	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.9%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	65.2%	Up from 58.3%	58.0%	60.0%
Continuing contract teachers	65.2%	Down from 66.7%	70.0%	82.6%
Teachers returning from previous year	77.3%	Down from 80.7%	81.8%	85.6%
Teacher attendance rate	95.9%	Down from 96.9%	95.3%	95.3%
Average teacher salary*	\$46,362	Down 3.5%	\$44,022	\$46,300
Professional development days/teacher	24.0 days	Up from 10.2 days	10.1 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 21.7 to 1	19.3 to 1	21.5 to 1
Prime instructional time	89.0%	Down from 91.8%	89.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,601	Down 6.0%	\$9,522	\$7,634
Percent of expenditures for instruction**	51.7%	Up from 49.6%	62.3%	64.0%
Percent of expenditures for teacher salaries**	49.8%	Up from 46.7%	56.4%	61.2%

\* 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

## Report of Principal and School Improvement Council

Carvers Bay Middle School continues to provide an academic environment of high expectations for learning. We are proud of the many accomplishments that we made this year. Our objective is for all students to have a positive learning experience and become lifelong learners. Students have worked hard this school year, and we continue to see growth. Our school continues to provide support to teachers through the use of a curriculum coach, and master and mentor teachers who conduct model lessons and offer academic coaching opportunities. Furthermore, our school is vested in Professional Learning teams that meet weekly to develop both long and short-term goals for the school in an effort to enhance student achievement.

Our focus this year was to continue the implementation of Balanced Literacy in our ELA classes and to use our stimulus teaching positions to provide small group instruction to students that needed more individualized instruction in both math and ELA. We continued to utilize content area pacing guides and used common assessments; MAP testing, and benchmark test to assess students during each nine week period. Using the data from these assessments, teachers developed plans for addressing the identified areas of weaknesses of students. An emphasis was placed on integrating technology into teacher lessons with the use of various programs and Web 2.0 programs on the internet that students could access and manipulate to increase their understanding of content and promote higher order thinking skills. Our classrooms are equipped with promethean boards, and we have netbook and laptop carts that are available to teachers to use with their classes.

Our students received numerous academic and athletic awards this year, and we are proud of them for their efforts and hard work. We are proud of our successes and look forward to continued progress in closing the achievement gap and maintaining a safe and nurturing environment for our students. We thank our community, parents, and staff for their continued support of our school in helping to assure that our students have the opportunity to receive the very best education possible.

Comeletia Pyatt, Principal  
Kelvin A. Waites, Sr., SIC chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	98	51
Percent satisfied with learning environment	92.0%	82.7%	88.2%
Percent satisfied with social and physical environment	91.3%	86.7%	90.0%
Percent satisfied with school-home relations	66.7%	83.7%	88.2%

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

## Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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 = 79.4% (Met or Exemplary)**

All Students	341	100	46.9	32.4	20.7	64.5	80.1	82.4	No	Yes
<b>Gender</b>										
Male	183	100	48.5	30.4	21.1	62.6	76.6	78.7	N/A	N/A
Female	158	100	45.1	34.6	20.3	66.7	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	72	100	28.6	34.3	37.1	81.4	88.8	88.9	Yes	Yes
African American	264	100	53	31.7	15.3	59	70.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	N/AV	N/AV	N/AV	11.1	35.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	303	100	50.5	31.7	17.8	62	73.8	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	341	100	36.7	42.9	20.4	75.6	82.3	81.9	No	Yes
<b>Gender</b>										
Male	183	100	39.8	39.2	21.1	74.3	79.6	79.9	N/A	N/A
Female	158	100	33.3	47.1	19.6	77.1	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	72	100	27.1	30	42.9	85.7	90.3	88.9	Yes	Yes
African American	264	100	39.8	46.2	14.1	72.7	73.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.1	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	80.6	16.7	2.8	30.6	37.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	303	100	38.3	44.6	17.1	73.9	76.9	74.9	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
<b>Science</b>								
All Students	232	100	44.7	44.3	11	55.3	63.4	68.6
<b>Gender</b>								
Male	128	100	43.2	44.9	11.9	56.8	64.1	68.3
Female	104	100	46.5	43.6	9.9	53.5	62.7	68.9
<b>Racial/Ethnic Group</b>								
White	48	100	21.3	48.9	29.8	78.7	78.3	80.7
African American	180	100	52.4	42.3	5.4	47.6	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	20	25.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	205	100	49.2	44	6.7	50.8	53.6	57.3
<b>Social Studies</b>								
All Students	233	100	42.5	38.5	19	57.5	70.3	72.5
<b>Gender</b>								
Male	127	100	44.5	31.9	23.5	55.5	69.1	72
Female	106	100	40.2	46.1	13.7	59.8	71.7	73.1
<b>Racial/Ethnic Group</b>								
White	48	100	29.8	34	36.2	70.2	81.5	81
African American	181	100	46.5	39.4	14.1	53.5	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	29	100	82.1	14.3	3.6	17.9	32.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	206	100	45.4	38.1	16.5	54.6	61.9	62.9

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
<b>Writing</b>										
All Students	112	100	46.8	36.7	16.5	53.2	68.5	73.2	95.3	97.2
<b>Gender</b>										
Male	58	100	53.6	32.1	14.3	46.4	61	67.2	94.8	97.2
Female	54	100	39.6	41.5	18.9	60.4	76.3	79.4	96	97.2
<b>Racial/Ethnic Group</b>										
White	26	100	28	40	32	72	80.6	81.5	93.3	96.9
African American	84	100	52.4	35.4	12.2	47.6	54.9	61.3	95.9	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	66.7	96.5	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.9	97
<b>Disability Status</b>										
Disabled	14	100	N/AV	N/AV	N/AV	N/AV	13.9	26	93.5	96.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.8	97.9
<b>Socio-Economic Status</b>										
Subsidized meals	99	100	50	38.5	11.5	50	59.1	63.2	95.2	97

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
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	122	100	43.2	34.7	22	56.8
	7	115	100	47.8	29.2	23	52.2
	8	102	97.1	45.7	27.2	27.2	54.3
<b>2011</b>	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	104	100	47.5	31.3	21.2	52.5
	7	124	100	42.2	37.1	20.7	57.8
	8	113	100	51.4	28.4	20.2	48.6
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	122	100	39	40.7	20.3	61
	7	115	100	41.6	38.9	19.5	58.4
	8	102	97.1	39.1	42.4	18.5	60.9
<b>2011</b>	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	104	100	36.4	44.4	19.2	63.6
	7	124	100	32.8	45.7	21.6	67.2
	8	113	100	41.3	38.5	20.2	58.7
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	61	100	50.9	45.6	3.5	49.1
	7	115	100	32.7	40.7	26.5	67.3
	8	49	100	59.1	27.3	13.6	40.9
<b>2011</b>	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	52	100	45.8	43.8	10.4	54.2
	7	124	100	40.5	49.1	10.3	59.5
	8	56	100	52.7	34.5	12.7	47.3

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
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	61	100	24.6	60.7	14.8	75.4
	7	115	100	58.4	23.9	17.7	41.6
	8	50	100	27.1	37.5	35.4	72.9
<b>2011</b>	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	52	100	25.5	52.9	21.6	74.5
	7	124	100	50.9	34.5	14.7	49.1
	8	57	100	40.7	33.3	25.9	59.3
<b>Writing</b>							
<b>2010</b>	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	122	100	35.3	42	22.7	64.7
	7	116	100	34.2	47.4	18.4	65.8
	8	100	97	35.5	41.9	22.6	64.5
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	112	100	46.8	36.7	16.5	53.2

Abbreviations for Missing Data

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