

CARVER-EDISTO MIDDLE

2018 Carver School Road
Cope, SC 29039

Grades	6-8 Middle School	
Enrollment	594 Students	
Principal	Jeannie B. Monson	803-534-3554
Superintendent	Brenda Turner	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	At-Risk	Average
2007	At-Risk	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

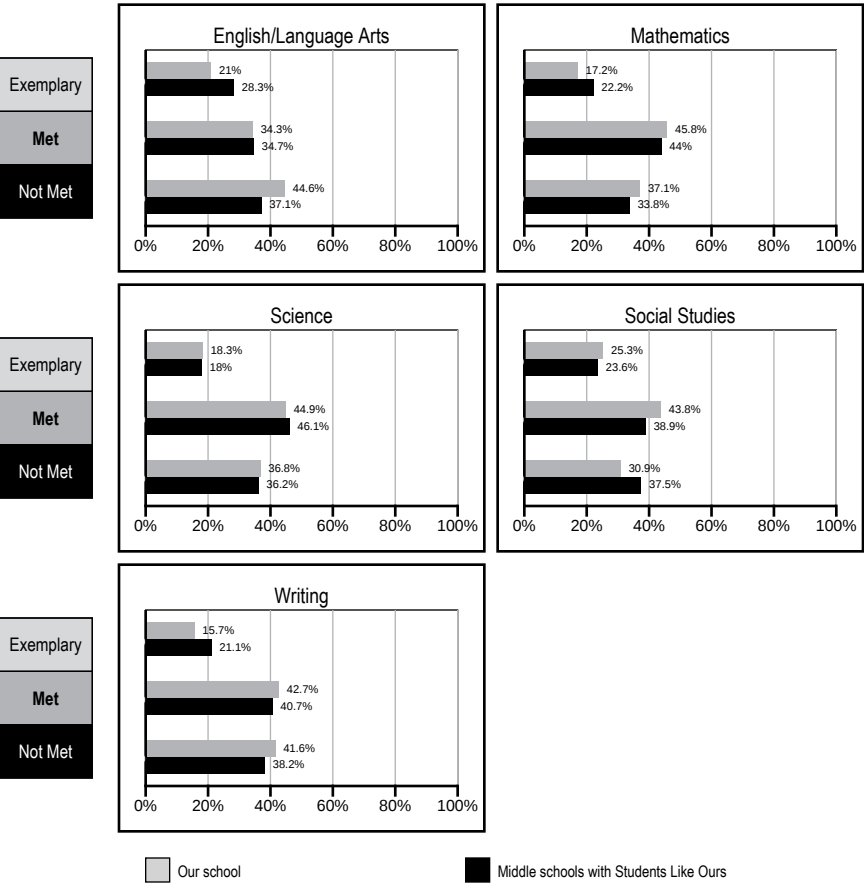
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	8	1

* 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	96.8%	96.1%
English 1	87.5%	91.6%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	91.5%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=594)				
Students enrolled in high school credit courses (grades 7 & 8)	59.7%	Up from 27.3%	26.6%	24.5%
Retention rate	0.2%	Down from 5.2%	0.7%	0.7%
Attendance rate	94.4%	Down from 94.6%	95.8%	95.9%
Served by gifted and talented program	9.5%	Up from 9.0%	15.9%	17.8%
With disabilities other than speech	3.7%	Down from 8.0%	10.1%	9.2%
Older than usual for grade	1.7%	Up from 1.6%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7%	Down from 6.4%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	55.3%	Down from 57.9%	58.0%	60.0%
Continuing contract teachers	73.7%	Up from 55.3%	87.2%	82.6%
Teachers returning from previous year	78.1%	Down from 79.5%	83.3%	85.6%
Teacher attendance rate	94.3%	Up from 91.2%	95.4%	95.3%
Average teacher salary*	\$42,716	Down 0.3%	\$45,197	\$46,300
Professional development days/teacher	17.3 days	Up from 9.7 days	9.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 23.6 to 1	21.0 to 1	21.5 to 1
Prime instructional time	87.3%	Up from 85.0%	90.4%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,108	Up 1.4%	\$7,491	\$7,634
Percent of expenditures for instruction**	56.6%	Down from 58.6%	62.2%	64.0%
Percent of expenditures for teacher salaries**	55.1%	Down from 55.2%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

For the 2010-2011, after three years of hard work, Carver-Edisto Middle School(CEMS) earned the South Carolina Palmetto Silver Award for academic achievement. The school earned an overall "Average" rating, as well as a "Good" for academic improvement. While the goal is still to earn a rating of "Excellent", we are very proud of this recognition for work well done.

There is no magic bullet to sustain continued school improvement; it takes diligence and is only accomplished by focused, informed actions by teachers and students. The work begins with the teachers. Working in teams, teachers begin the school year by assessing student data. This information assists teachers in planning appropriate curriculum, instruction, and assessment strategies. Teams of teachers meet weekly to monitor student progress and to adjust lessons based on student mastery of common assessments. Threaded throughout the school year, all teachers participate in embedded Professional Development. All of these efforts converge to create an excellent learning environment for all CEMS students.

Rigorous work is expected of all students. On the first day of school, students are expected to report on their summer reading and on the activities provided to them at the end of the previous school year. During the first week of school, students are given a basic multiplication and reading assessment test to determine needs. Based on the PASS results, groups of students are placed in flexible acceleration classes. Each student must keep a Data Student Notebook to track his or her academic strengths and weaknesses, as well as to set goals for the academic year. Also, Classroom Data Walls help monitor overall student progress. The Media Specialist sponsors a "25-Book Challenge" with incentives for independent reading, and the Media Center houses various books including many audio books and an iPod lab to download student novels.

Though the primary goal for all students at CEMS is high academic learning, we also strive to provide a rich variety of extra-curricular opportunities which both engage and ignite students' imaginations. Students participate in a variety of athletic competitions and cheerleading. The Project Lead the Way curriculum offers activities for students interested in engineering and business. Drama and choral students team up three times a year to perform an "Evening Showcase" of acting and singing, and students have the opportunity to play in the award winning Carver-Edisto Band. Students with literary interest produce both a student newspaper and an annual yearbook. Our visual arts students create artwork on both paper and in clay. Collectively, these programs along with a rich academic program offer rigorous learning opportunities for all.

Jeannie Monson, Principal
Tina Craft, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	148	72
Percent satisfied with learning environment	91.2%	65.3%	73.5%
Percent satisfied with social and physical environment	97.0%	69.0%	71.8%
Percent satisfied with school-home relations	45.2%	74.7%	69.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress N

This school met 13 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	94.4%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	591	99.8	44.3	34.2	21.5	70	70.3	82.4	No	Yes
Gender										
Male	316	100	48.4	32.1	19.5	67.2	67.1	78.7	N/A	N/A
Female	275	99.6	39.7	36.6	23.7	73.2	73.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	324	99.7	36.7	36.1	27.2	75.4	79.2	88.9	No	Yes
African American	251	100	55.6	31.5	13	62.5	61.1	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	12	100	36.4	36.4	27.3	72.7	61.1	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
Disability Status										
Disabled	48	100	79.5	7.7	12.8	33.3	38.7	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	379	99.7	47.5	36.4	16.1	66.1	65.6	75.4	No	Yes

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

All Students	591	99.8	36.8	45.8	17.5	77.4	71.7	81.9	No	Yes
Gender										
Male	316	100	35.9	44.9	19.2	77.7	71.2	79.9	N/A	N/A
Female	275	99.6	37.7	46.7	15.6	77	72.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	324	99.7	31	45	24	81.8	81.1	88.9	Yes	Yes
African American	251	100	46.3	45.8	7.9	70.4	62.1	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	12	100	9.1	63.6	27.3	90.9	58.3	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
Disability Status										
Disabled	48	100	71.8	20.5	7.7	43.6	37.6	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	56.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	379	99.7	41.4	45.6	13.1	73.6	66.1	74.9	No	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
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Science

All Students	392	99.7	36.5	44.8	18.8	63.5	55	68.6
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Gender

Male	212	100	34.9	43.1	22.1	65.1	58	68.3
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Female	180	99.4	38.3	46.7	15	61.7	51.8	68.9
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Racial/Ethnic Group

White	221	99.6	29	48.1	22.9	71	69.8	80.7
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African American	160	100	47.1	40.6	12.3	52.9	40.6	51.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	39.1	61.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	35	100	74.1	11.1	14.8	25.9	27.9	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	35.7	60.7
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Socio-Economic Status

Subsidized meals	259	99.6	41.9	43.5	14.6	58.1	48.1	57.3
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Social Studies

All Students	394	99.5	30.4	43.9	25.7	69.6	60.9	72.5
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Gender

Male	211	99.5	26.8	44.7	28.4	73.2	61.6	72
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Female	183	99.5	34.5	42.9	22.6	65.5	60.1	73.1
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Racial/Ethnic Group

White	216	99.1	24.2	45.4	30.4	75.8	70.3	81
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African American	170	100	40.3	41.7	18.1	59.7	50.5	60
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	55	69.6
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American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	30	100	54.2	33.3	12.5	45.8	34.7	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.3	69.7
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Socio-Economic Status

Subsidized meals	247	99.2	34.5	42.6	23	65.5	56	62.9
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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	189	99.5	41.2	42.9	15.8	58.8	56.6	73.2	94.4	95.8
Gender										
Male	97	100	44	41.8	14.3	56	55.6	67.2	93.9	95.4
Female	92	98.9	38.4	44.2	17.4	61.6	57.6	79.4	95	96.2
Racial/Ethnic Group										
White	98	100	31.6	48.4	20	68.4	65.5	81.5	94.2	95
African American	82	98.8	53.4	38.4	8.2	46.6	47.4	61.3	94.7	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	86.3	94.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	36.4	66.7	97	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.8	97.1
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	7.7	4.2	26	91.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98.8	96.7
Socio-Economic Status										
Subsidized meals	117	99.2	45	43.1	11.9	55	50.8	63.2	94.2	95.8

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							
2010	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	209	100	44.3	35.8	19.9	55.7
	7	183	100	34.1	40.3	25.6	65.9
	8	158	99.4	45	28.2	26.8	55
2011	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	207	100	50.3	31.8	17.9	49.7
	7	194	99.5	38.9	33.7	27.4	61.1
	8	190	100	43.1	37.4	19.5	56.9
Mathematics							
2010	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	209	100	40.8	41.8	17.4	59.2
	7	183	100	31.3	52.3	16.5	68.8
	8	158	99.4	44.3	42.3	13.4	55.7
2011	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	207	100	38.5	43.1	18.5	61.5
	7	194	99.5	37.1	41.7	21.1	62.9
	8	190	100	34.5	52.9	12.6	65.5
Science							
2010	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	104	99	48.5	45.5	6.1	51.5
	7	183	100	24.4	52.8	22.7	75.6
	8	77	98.7	20.3	54.1	25.7	79.7
2011	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	54.1	38.8	7.1	45.9
	7	194	99.5	30.9	49.1	20	69.1
	8	94	100	28.1	42.7	29.2	71.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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	105	100	22.8	70.3	6.9	77.2
	7	183	100	38.1	36.9	25	61.9
	8	80	98.8	31.5	35.6	32.9	68.5
2011	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	23.5	50	26.5	76.5
	7	194	99.5	35.4	42.3	22.3	64.6
	8	96	99	28.2	40	31.8	71.8
Writing							
2010	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	208	98.6	46.8	39.8	13.4	53.2
	7	185	98.9	41	44.4	14.6	59
	8	162	98.2	30.5	49.7	19.9	69.5
2011	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	189	99.5	41.2	42.9	15.8	58.8

Abbreviations for Missing Data

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