



## CARVER JUNIOR HIGH

467 South Church Street  
Spartanburg, SC 29306

**Grades** 7-9 Middle School  
**Enrollment** 570 Students  
**Principal** Raashad Fitzpatrick 864-594-4435  
**Superintendent** Dr. Russell W. Booker 864-594-4400  
**Board Chair** Sharon D. Porter 864-594-4400

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

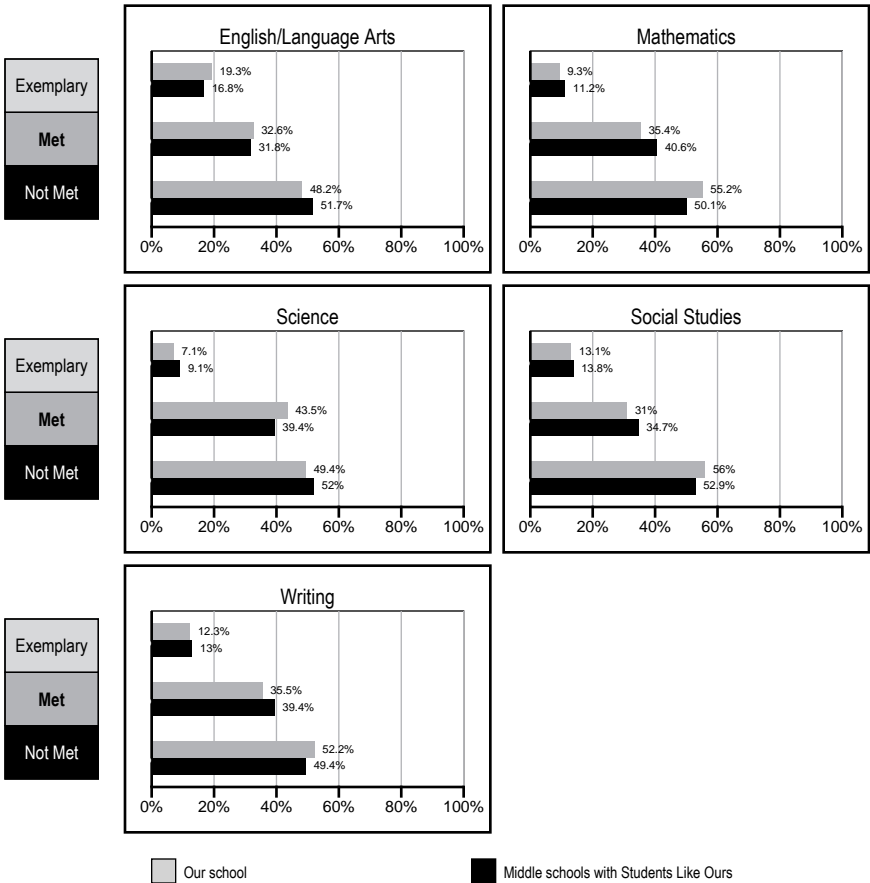
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	28	25

\* 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	88.0%	88.1%
English 1	66.0%	86.5%
Biology 1/Applied Biology 2	90.7%	36.8%
Physical Science	47.1%	13.4%
US History and the Constitution	N/A	N/A
All Subjects	66.7%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=570)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	25.1%	Down from 41.5%	13.3%	24.5%
Retention rate	0.7%	Down from 2.5%	1.0%	0.7%
Attendance rate	94.1%	Down from 95.2%	95.3%	95.9%
Served by gifted and talented program	12.7%	Down from 14.9%	5.7%	17.8%
With disabilities other than speech	14.4%	Up from 12.5%	11.2%	9.2%
Older than usual for grade	1.9%	Down from 5.1%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.1%	0.2%	0.4%
Annual dropout rate	3.7%	Up from 1.7%	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	54.7%	Down from 63.3%	58.3%	60.0%
Continuing contract teachers	73.6%	Up from 69.4%	66.0%	82.6%
Teachers returning from previous year	85.6%	Up from 79.3%	78.7%	85.6%
Teacher attendance rate	95.3%	Down from 95.4%	95.4%	95.3%
Average teacher salary*	\$47,929	Down 2.5%	\$44,040	\$46,300
Professional development days/teacher	9.0 days	Down from 12.1 days	10.6 days	9.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 15.6 to 1	18.2 to 1	21.5 to 1
Prime instructional time	86.8%	Down from 89.1%	89.3%	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	97.9%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$11,209	Up 12.3%	\$9,989	\$7,634
Percent of expenditures for instruction**	58.8%	Down from 60.4%	60.3%	64.0%
Percent of expenditures for teacher salaries**	56.3%	Down from 57.5%	56.0%	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

Carver Junior High School represents excellence in education. Our students have the opportunity to excel in academics, the arts, and extra-curricular activities. We utilize data to focus on the needs of every student in order to maximize their academic and social development. Carver has developed partnerships with the Boys and Girls Club and Piedmont Community Actions to offer character education, leadership development, and citizenship development in after-school programs. Carver has also partnered with West Point, Clemson, and NASA to implement the best practices in Science, Technology, Engineering, and Mathematics (STEM) education. During the 2010-2011 school year, we developed a school-wide STEM initiative that will provide all students with opportunities to be successful in a rigorous academic environment while developing 21st century learning skills. We also continued to expand our Academic Achievement Academy (Triple A). Triple A is a school within a school at Carver that provides challenging academic experiences inside and outside of the classroom. At Carver, we have developed a student-centered academic focus that will allow all students the opportunity to be successful while receiving a high quality education.

Carver embraces the concept of building a community of learners. During the 2010-2011 school year, we continued to utilize the Teacher Advancement Program (TAP). TAP has helped us create a collegial atmosphere in which improved instruction and student academic achievement are paramount. Our schedule ensures that teachers have individual planning, collaborative planning, and professional development periods each day. Through our collaborative efforts, students are receiving quality instruction and excellent educational opportunities. We infused the Advancement Via Individual Determination (AVID) program throughout the school to create a college going culture which encourages all students to seek post secondary educational opportunities. Students are recognized for their achievement at Carver; they are recognized for academic achievement and citizenship. Students are recognized weekly for "promoting pride". We also honored and recognized more than 400 students at our third annual Academic Pep Rally.

At Carver Junior High School, administrators, teachers, students, parents, and the community share the responsibility to create an environment that represents excellence in education. We are confident that our efforts will continue to provide an opportunity for all students to be successful.

RaaShad Fitzpatrick, Principal  
Toria Richardson, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	94	13
Percent satisfied with learning environment	84.8%	69.1%	92.3%
Percent satisfied with social and physical environment	86.6%	75.5%	100.0%
Percent satisfied with school-home relations	64.6%	80.9%	92.3%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	94.1%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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	404	99.5	48	32.7	19.3	65.9	77.9	82.4	No	Yes
<b>Gender</b>										
Male	194	99.5	56.5	26.8	16.7	59.5	73.7	78.7	N/A	N/A
Female	210	99.5	40.2	38	21.7	71.7	82.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	38	97.4	32	28	40	80	88.3	88.9	I/S	I/S
African American	335	99.7	52.7	32.2	15.1	62.4	70.2	72.9	No	Yes
Asian/Pacific Islander	12	100	8.3	50	41.7	100	93.1	93	I/S	I/S
Hispanic	18	100	18.8	37.5	43.8	81.3	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	63	98.4	86	9.3	4.7	16.3	37.3	48.1	No	Yes
<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	23	100	17.4	39.1	43.5	87	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	366	99.7	49.8	32.5	17.6	64.1	71	75.4	No	Yes

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

All Students	404	99.5	55.1	35.5	9.4	63.1	75.6	81.9	No	Yes
<b>Gender</b>										
Male	194	100	60.9	31.4	7.7	59.2	73	79.9	N/A	N/A
Female	210	99.1	49.7	39.3	10.9	66.7	78.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	38	97.4	48	32	20	72	87.5	88.9	I/S	I/S
African American	335	99.7	58.4	35.2	6.4	60.4	66.9	71.4	No	Yes
Asian/Pacific Islander	12	100	25	50	25	83.3	90.2	94.6	I/S	I/S
Hispanic	18	100	31.3	31.3	37.5	81.3	74.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	63	100	N/AV	N/AV	N/AV	15.9	30.9	47.3	No	Yes
<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	23	100	26.1	39.1	34.8	87	82.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	366	99.7	57.1	34	8.8	61.4	67.6	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
<b>Science</b>								
All Students	290	99	49.4	43.5	7.1	50.6	64.1	68.6
<b>Gender</b>								
Male	135	99.3	50.8	41.5	7.6	49.2	63.4	68.3
Female	155	98.7	48.1	45.2	6.7	51.9	64.8	68.9
<b>Racial/Ethnic Group</b>								
White	32	93.8	23.8	47.6	28.6	76.2	83.8	80.7
African American	239	99.6	54.2	42.1	3.7	45.8	50.5	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	13	100	16.7	66.7	16.7	83.3	63.6	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	50	98	N/AV	N/AV	N/AV	25.7	27.4	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	12	100	15.4	61.5	23.1	84.6	68.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	269	99.3	50	42.6	7.4	50	53	57.3
<b>Social Studies</b>								
All Students	290	98.6	55.4	31.3	13.3	44.6	69.7	72.5
<b>Gender</b>								
Male	145	98.6	58.9	27.4	13.7	41.1	67.7	72
Female	145	98.6	52	35.2	12.8	48	72	73.1
<b>Racial/Ethnic Group</b>								
White	27	96.3	38.9	44.4	16.7	61.1	85.7	81
African American	241	98.8	60.7	28.4	10.9	39.3	58.3	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.1	89
Hispanic	14	100	25	33.3	41.7	75	70.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	45	97.8	84.4	6.3	9.4	15.6	34	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	17	100	12.5	56.3	31.3	87.5	80.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	257	98.8	58.1	30.1	11.8	41.9	60.4	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	227	100	52.5	35.3	12.3	47.5	69	73.2	94.5	95.7
<b>Gender</b>										
Male	103	100	62.1	28.4	9.5	37.9	63.3	67.2	94.3	95.5
Female	124	100	44	41.3	14.7	56	75.1	79.4	94.6	95.8
<b>Racial/Ethnic Group</b>										
White	17	100	63.6	27.3	9.1	36.4	83.4	81.5	93.4	95.6
African American	187	100	55.5	32.9	11.6	44.5	57.7	61.3	94.4	95.6
Asian/Pacific Islander	11	100	9.1	72.7	18.2	90.9	92.3	87	97.3	97.1
Hispanic	11	100	I/S	I/S	I/S	I/S	76.2	66.7	96.8	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	90.1	94.4
<b>Disability Status</b>										
Disabled	29	100	N/AV	N/AV	N/AV	N/AV	14	26	92.5	94.4
<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	19	100	17.6	58.8	23.5	82.4	80.3	65.7	97.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	206	100	54.5	34.8	10.7	45.5	57.5	63.2	94.4	95.3

Abbreviations for Missing Data

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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	0	N/A	N/A	N/A	N/A	N/A
	7	140	100	35.7	39.7	24.6	64.3
	8	169	99.4	46.2	33.3	20.5	53.8
<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	177	98.9	45	35.1	19.9	55
	8	227	100	50.2	30.8	18.9	49.8
<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	0	N/A	N/A	N/A	N/A	N/A
	7	140	100	44.4	38.1	17.5	55.6
	8	169	100	53.8	37.8	8.3	46.2
<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	177	99.4	59.2	30.3	10.5	40.8
	8	227	99.6	52	39.5	8.5	48
<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	0	N/A	N/A	N/A	N/A	N/A
	7	140	100	28.6	54.8	16.7	71.4
	8	86	97.7	42.5	35	22.5	57.5
<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	177	99.4	41.4	52	6.6	58.6
	8	113	98.2	61.4	30.7	7.9	38.6

Abbreviations for Missing Data

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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	0	N/A	N/A	N/A	N/A	N/A
	7	140	100	47.6	34.1	18.3	52.4
	8	83	100	57.3	20	22.7	42.7
<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	177	98.3	62	25.3	12.7	38
	8	113	99.1	45.5	40.4	14.1	54.5
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	143	100	44.2	47.3	8.5	55.8
	8	167	99.4	41.9	39.4	18.7	58.1
<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	227	100	52.5	35.3	12.3	47.5

Abbreviations for Missing Data

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