



CARVER JUNIOR HIGH

467 South Church Street
Spartanburg, SC 29306

Grades	7-9 Middle School	
Enrollment	529 Students	
Principal	Raashad Fitzpatrick	864-594-4436
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	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 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 2009-10 whose 2008-09 test scores were located

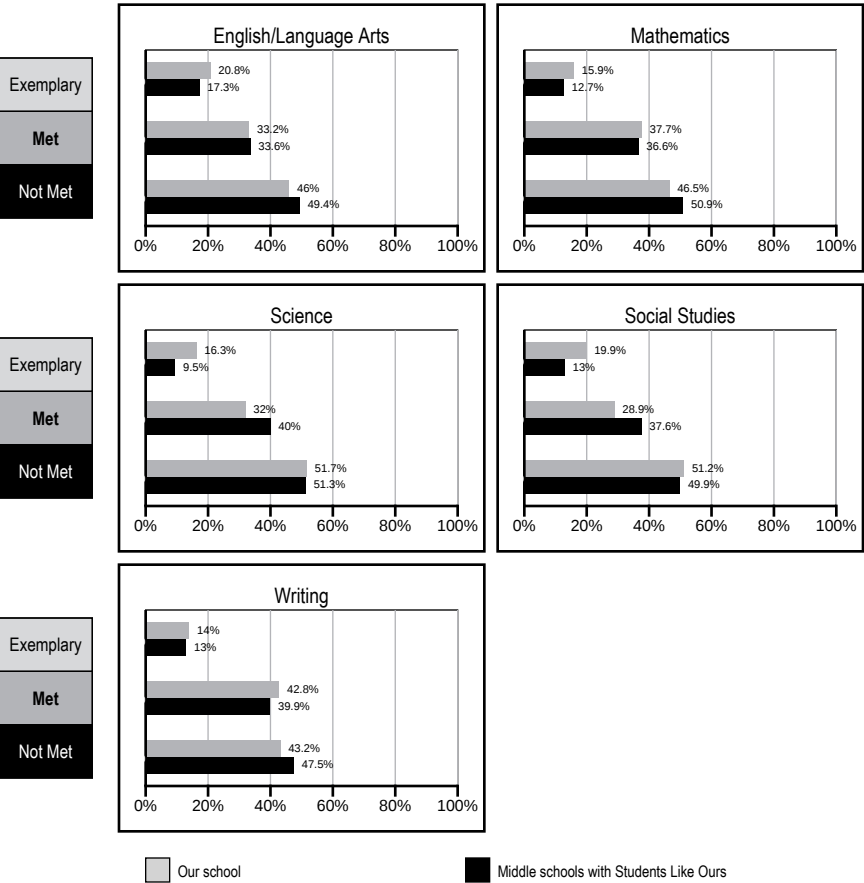
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	35	21

* Ratings are calculated with data available by 03/09/2011.

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	87.4%	89.1%
English 1	71.5%	87.6%
Physical Science	53.3%	42.1%
US History and the Constitution	N/A	N/A
All Subjects	68.3%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=529)				
Students enrolled in high school credit courses (grades 7 & 8)	41.5%	Up from 11.6%	13.7%	24.2%
Retention rate	2.5%	Down from 4.6%	1.0%	0.7%
Attendance rate	95.2%	Up from 93.6%	95.4%	95.9%
Eligible for gifted and talented	14.9%	Up from 11.9%	6.9%	16.4%
With disabilities other than speech	12.5%	Down from 15.0%	14.5%	12.0%
Older than usual for grade	5.1%	Down from 6.9%	4.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 4.3%	0.3%	0.5%
Annual dropout rate	1.7%	Up from 1.4%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	63.3%	Down from 67.9%	58.3%	58.5%
Continuing contract teachers	69.4%	Up from 67.9%	65.9%	80.0%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	12.3%	4.0%
Teachers returning from previous year	79.3%	Up from 77.9%	78.0%	84.6%
Teacher attendance rate	95.4%	Up from 92.9%	95.7%	95.4%
Average teacher salary*	\$49,183	Up 3.4%	\$44,562	\$46,561
Professional development days/teacher	12.1 days	Down from 13.2 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.9 to 1	17.9 to 1	21.1 to 1
Prime instructional time	89.1%	Up from 84.4%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.8%	97.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,982	Up 0.2%	\$10,026	\$7,802
Percent of expenditures for instruction**	60.4%	Down from 62.7%	60.4%	63.8%
Percent of expenditures for teacher salaries**	57.5%	Down from 58.8%	55.9%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Carver Junior High School represents excellence in education. Our students have the opportunity to excel in academics, the arts, and extracurricular 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, the Liberty Fellows at Converse College, and Piedmont Community Actions to offer character education, leadership development, and citizenship development in afterschool programs. During the 2009-2010 school year, we developed and implemented a literacy period in which students received 25 minutes of self-selected sustained silent reading per day. We continued to expand our Academic Achievement Academy (Triple A). Triple A is a school within a school at Carver with a rigorous curriculum 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 2009-2010 school year, we continued to utilize the Teacher Advancement Program (TAP). TAP has helped us to create a collegial atmosphere in which improved instruction and student academic achievement are paramount. We also adjusted the schedule to ensure that all teachers had at least one uninterrupted period of professional development per day. Through our collaborative efforts, students are receiving quality instruction and excellent educational opportunities. We adopted the Advancement Via Individual Determination (AVID) program to create a college-going culture which encourages all students to seek educational opportunities beyond high school.

Students and teachers are recognized for their achievement at Carver. Students are recognized for academic achievement and citizenship. Students are recognized weekly for "promoting pride." We honored and recognized more than 300 students at our second annual Academic Pep Rally. Teachers are recognized monthly with the Innovative Instruction and Employee of the Month Awards.

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

RaaShad Fitzpatrick, Principal

Anette Peska, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	156	16
Percent satisfied with learning environment	88.1%	65.2%	75.0%
Percent satisfied with social and physical environment	93.3%	69.3%	81.3%
Percent satisfied with school-home relations	69.5%	75.5%	81.3%

* 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 13 out of 13 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.2%	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 = 58.8% (Met or Exemplary)

All Students	309	99.7	41.5	36.2	22.3	70.9	79.3	83.5	Yes	Yes
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Gender

Male	150	100	45.3	35.3	19.4	65.5	75.6	80.1	N/A	N/A
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Female	159	99.4	37.8	37.1	25.2	76.2	83.4	87	N/A	N/A
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Racial/Ethnic Group

White	31	100	37	22.2	40.7	74.1	89.5	89.6	I/S	I/S
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African American	248	99.6	43.7	37.7	18.6	69.3	72.3	74.6	Yes	Yes
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Asian/Pacific Islander	15	100	23.1	38.5	38.5	84.6	89.1	92.7	I/S	I/S
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Hispanic	11	100	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
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Disability Status

Disabled	39	100	N/A	N/A	N/A	30.6	41.9	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	21	100	31.8	40.9	27.3	81.8	79.6	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	262	99.6	44.4	36.5	19.1	69.3	72.5	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	309	100	49.6	37.9	12.4	67.4	76.1	80.4	Yes	Yes
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Gender

Male	150	100	50.4	35.3	14.4	67.6	73.2	78.4	N/A	N/A
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Female	159	100	49	40.6	10.5	67.1	79.5	82.5	N/A	N/A
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Racial/Ethnic Group

White	31	100	33.3	40.7	25.9	77.8	88.7	87.8	I/S	I/S
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African American	248	100	53.2	37.7	9.1	65.4	67	69.3	Yes	Yes
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Asian/Pacific Islander	15	100	30.8	46.2	23.1	84.6	86.4	93.5	I/S	I/S
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Hispanic	11	100	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
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Disability Status

Disabled	39	100	N/A	N/A	N/A	36.1	36	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	21	100	36.4	40.9	22.7	72.7	84.1	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	262	100	53.1	36.5	10.4	64.7	68.7	72.8	Yes	Yes
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* 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	226	99.1	34	47.1	18.9	66	64.3	67.3
Gender								
Male	104	100	33.7	44.9	21.4	66.3	62.8	66.9
Female	122	98.4	34.3	49.1	16.7	65.7	65.9	67.7
Racial/Ethnic Group								
White	23	100	31.6	31.6	36.8	68.4	84.4	79.6
African American	182	98.9	35.5	48.5	16	64.5	50.9	49.7
Asian/Pacific Islander	11	100	18.2	63.6	18.2	81.8	75	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	30.4	26.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	15	100	25	56.3	18.8	75	71.5	58.6
Socio-Economic Status								
Subsidized meals	188	98.9	36.4	46.2	17.3	63.6	52.7	55.4

Social Studies

All Students	223	100	51.2	28.9	19.9	48.8	68.1	70.9
Gender								
Male	116	100	57.5	23.6	18.9	42.5	66.7	70.1
Female	107	100	44.2	34.7	21.1	55.8	69.7	71.7
Racial/Ethnic Group								
White	18	100	62.5	18.8	18.8	37.5	84.3	79.2
African American	177	100	52.8	28.8	18.4	47.2	56.1	58.4
Asian/Pacific Islander	13	100	18.2	45.5	36.4	81.8	81.3	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	100	81.5	14.8	3.7	18.5	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	18	100	36.8	36.8	26.3	63.2	74.8	68
Socio-Economic Status								
Subsidized meals	191	100	51.7	29.3	19	48.3	57.7	60.8

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 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	310	99.7	43	43	14.1	57	66.5	72.1	95.5	95.5
Gender										
Male	152	99.3	50.4	38.3	11.3	49.6	60.5	65.2	94.8	95.3
Female	158	100	35.7	47.6	16.8	64.3	73	79.2	96.2	95.7
Racial/Ethnic Group										
White	28	100	37	40.7	22.2	63	80.8	80.8	94	95.6
African American	253	99.6	45.9	41.6	12.4	54.1	56.6	59.7	95.8	95.4
Asian/Pacific Islander	14	100	23.1	53.8	23.1	76.9	78.5	87	95.2	96.7
Hispanic	11	100	I/S	I/S	I/S	I/S	62.2	64.6	94.6	95.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.2	92.2
Disability Status										
Disabled	40	100	N/AV	N/AV	N/AV	16.2	19.5	27.7	95.1	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	23	100	27.3	59.1	13.6	72.7	72.1	63.7	95.5	96.5
Socio-Economic Status										
Subsidized meals	262	99.6	45.5	43.4	11.1	54.5	56.1	61.9	95.3	95

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	100	40	36.8	23.2	60
	8	202	100	47.8	35.5	16.7	52.2
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	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

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	100	41.3	44.5	14.2	58.7
	8	203	100	57.8	34.2	8	42.2
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	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

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	99.4	37	48.1	14.9	63
	8	104	100	51.5	41.4	7.1	48.5
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	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

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							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	99.4	57.8	29.9	12.3	42.2
	8	99	100	46.6	40.9	12.5	53.4
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	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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	96	40.1	39.5	20.4	59.9
	8	204	98.5	42.1	43.7	14.2	57.9
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	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

Abbreviations for Missing Data

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