



## CARVER-LYON ELEMENTARY

2100 Waverly Street  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	371 Students	
<b>Principal</b>	LeConte Middleton	803-343-2900
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# 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>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

## 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

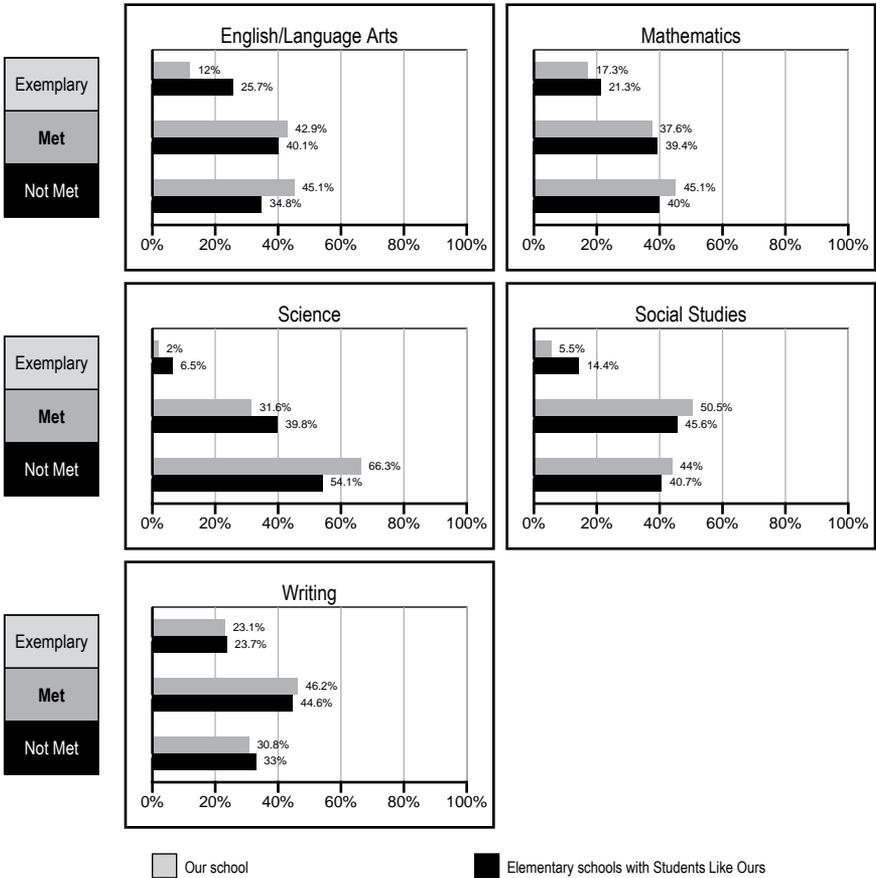
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	48	22

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

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=371)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.9%	1.5%	1.1%
Attendance rate	95.5%	Up from 95.1%	96.0%	96.2%
Served by gifted and talented program	4.5%	Up from 3.4%	5.1%	13.4%
With disabilities other than speech	5.6%	Down from 8.7%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	60.7%	Down from 75.7%	61.9%	62.5%
Continuing contract teachers	71.4%	Up from 70.3%	81.8%	88.2%
Teachers returning from previous year	81.1%	Down from 86.9%	84.4%	87.8%
Teacher attendance rate	95.4%	Up from 94.3%	95.2%	95.2%
Average teacher salary*	\$46,700	Down 4.8%	\$45,180	\$46,773
Professional development days/teacher	6.8 days	Down from 8.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Down from 13.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.6%	Up from 87.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,288	Up 2.6%	\$8,733	\$7,447
Percent of expenditures for instruction**	65.6%	Up from 63.8%	67.7%	68.4%
Percent of expenditures for teacher salaries**	62.6%	Up from 57.6%	63.9%	65.8%

\* 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-Lyon Elementary is a Title I school with student population of approximately 374 in Pre-kindergarten through fifth grades. Centrally located in the city, the strong support from the school community has been a vital asset. The surrounding businesses and organizations play an integral part in the educational and social development of our students. As a result, the central focus of our mission is geared toward making a positive and meaningful difference in the lives of our students by providing lifelong learning to become productive citizens.

Our primary goals include addressing the identified individual needs of the students, as derived from various informal and formal assessment tools. Carver-Lyon is a recipient of the U.S.D.A. Fresh Fruits and Vegetables Grant. This grant promotes a healthy and nutritious learning environment that allows students to gain an awareness of the importance of making healthy food choices. Identifying and addressing the individual needs of the students enables them to display their unique talents in school activities, which serves as a motivational tool to gain academic success.

One of the most important and focused school initiatives is to increase academic achievement in core content areas by identifying the needs of individual learners through intervention and frequent analysis of assessment data. The structure of the curriculum provides opportunities for teacher collaboration through participation in faculty book study sessions, grade level vertical articulation planning, and continuous professional development. Operating as a Title I elementary school requires the development of a comprehensive school-wide action plan for increased student achievement. Funding provides the following: staffing to decrease student/teacher ratio, continuous professional development for teachers, allocation of a variety of resources and materials to support classroom instruction, and a structured parent involvement policy. The school works in a collaborative manner with the Title I department to provide the most meaningful services and resources to support our students. Carver-Lyon has two computer labs, state-of-the-art technology equipment, and a Title I home laptop program. Our challenges include raising our standards of excellence to enhance the opportunity for all of our students to meet or exceed competency levels in core subject areas. Obtaining an increased percentage of students meeting and/or exceeding mastery of standards and levels on formal assessments is one of the primary academic goals.

Celebrations for the 2010-11 school year include recognition for Adequate Yearly Progress (AYP) and individual teacher recognitions to include: NCTE Early Career Educator of Color Leadership Award and finalists for the District Teacher of the Year and the Presidential Award of Excellence in Mathematics and Science Teaching Award. Our school fosters a continuous effort to inspire students to gain academic excellence in all areas.

Dr. Dorothy Gallman, Principal

Ms. Patricia Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	41	17
Percent satisfied with learning environment	86.2%	95.1%	94.1%
Percent satisfied with social and physical environment	89.7%	97.6%	100.0%
Percent satisfied with school-home relations	57.1%	85.4%	100.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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

<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	0.9%	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	95.5%	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	150	100	45.1	42.9	12	68.4	78.3	82.4	No	Yes
<b>Gender</b>										
Male	77	100	51.5	36.8	11.8	64.7	74.3	78.7	N/A	N/A
Female	73	100	38.5	49.2	12.3	72.3	82.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	147	100	44.3	43.5	12.2	68.7	74.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	N/AV	N/AV	N/AV	37.5	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	132	100	46.8	42.7	10.5	67.7	73.5	75.4	No	Yes

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

All Students	150	100	45.1	37.6	17.3	65.4	75.1	81.9	No	Yes
<b>Gender</b>										
Male	77	100	48.5	35.3	16.2	64.7	73.5	79.9	N/A	N/A
Female	73	100	41.5	40	18.5	66.2	76.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	147	100	45	37.4	17.6	65.6	70.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	N/AV	N/AV	N/AV	21.9	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	132	100	46.8	36.3	16.9	64.5	69.8	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	106	100	66.3	31.6	2	33.7	58.7	68.6
<b>Gender</b>								
Male	54	100	65.3	32.7	2	34.7	58.2	68.3
Female	52	100	67.3	30.6	2	32.7	59.2	68.9
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	80.7
African American	103	100	66.7	31.3	2.1	33.3	51	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	70.8
<b>Disability Status</b>								
Disabled	23	100	N/AV	N/AV	N/AV	9.5	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	100	66.3	31.5	2.2	33.7	50.1	57.3
<b>Social Studies</b>								
All Students	105	100	44	50.5	5.5	56	64.7	72.5
<b>Gender</b>								
Male	52	100	43.2	50	6.8	56.8	63.6	72
Female	53	100	44.7	51.1	4.3	55.3	65.8	73.1
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	81
African American	103	100	44.4	50	5.6	55.6	58.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	73.3	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.7	73.5
<b>Disability Status</b>								
Disabled	27	100	N/AV	N/AV	N/AV	28	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	91	100	46.4	47.6	6	53.6	56.8	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	43	100	30.8	46.2	23.1	69.2	66.5	73.2	95.5	96.1
<b>Gender</b>										
Male	21	100	42.1	52.6	5.3	57.9	62	67.2	95.4	95.9
Female	22	100	20	40	40	80	71.2	79.4	95.6	96.3
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	98.8	96.2
African American	43	100	30.8	46.2	23.1	69.2	60.7	61.3	95.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	97	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	92.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	94.5
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	23.7	26	95.3	95.1
<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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	38	100	33.3	47.2	19.4	66.7	59.1	63.2	95.7	95.9

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	56	100	38.5	30.8	30.8	61.5
	4	42	100	44.4	44.4	11.1	55.6
	5	45	100	31.8	54.5	13.6	68.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	48	100	67.5	27.5	5	32.5
	4	61	100	35.7	46.4	17.9	64.3
	5	41	100	35.1	54.1	10.8	64.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	56	100	50	28.8	21.2	50
	4	42	100	52.8	41.7	5.6	47.2
	5	45	100	31.8	56.8	11.4	68.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	48	100	62.5	22.5	15	37.5
	4	61	100	32.1	48.2	19.6	67.9
	5	41	100	45.9	37.8	16.2	54.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	29	100	74.1	22.2	3.7	25.9
	4	42	100	69.4	27.8	2.8	30.6
	5	23	100	N/A	N/A	N/A	26.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	24	100	N/AV	N/AV	N/AV	9.5
	4	61	100	51.8	46.4	1.8	48.2
	5	21	100	81	14.3	4.8	19
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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	27	100	32	64	4	68
	4	42	100	30.6	63.9	5.6	69.4
	5	22	100	42.9	52.4	4.8	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	24	100	57.9	36.8	5.3	42.1
	4	61	100	32.1	60.7	7.1	67.9
	5	20	100	N/AV	N/AV	N/AV	31.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	56	98.2	38.5	36.5	25	61.5
	4	42	97.6	48.6	32.4	18.9	51.4
	5	47	97.9	28.9	46.7	24.4	71.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<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	43	100	30.8	46.2	23.1	69.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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