



## Lyman Elementary

1221 Holly Springs Road  
Lyman, SC 29365

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	635 Students	
<b>Principal</b>	Tim Henson	864-949-2330
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent*</b>
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

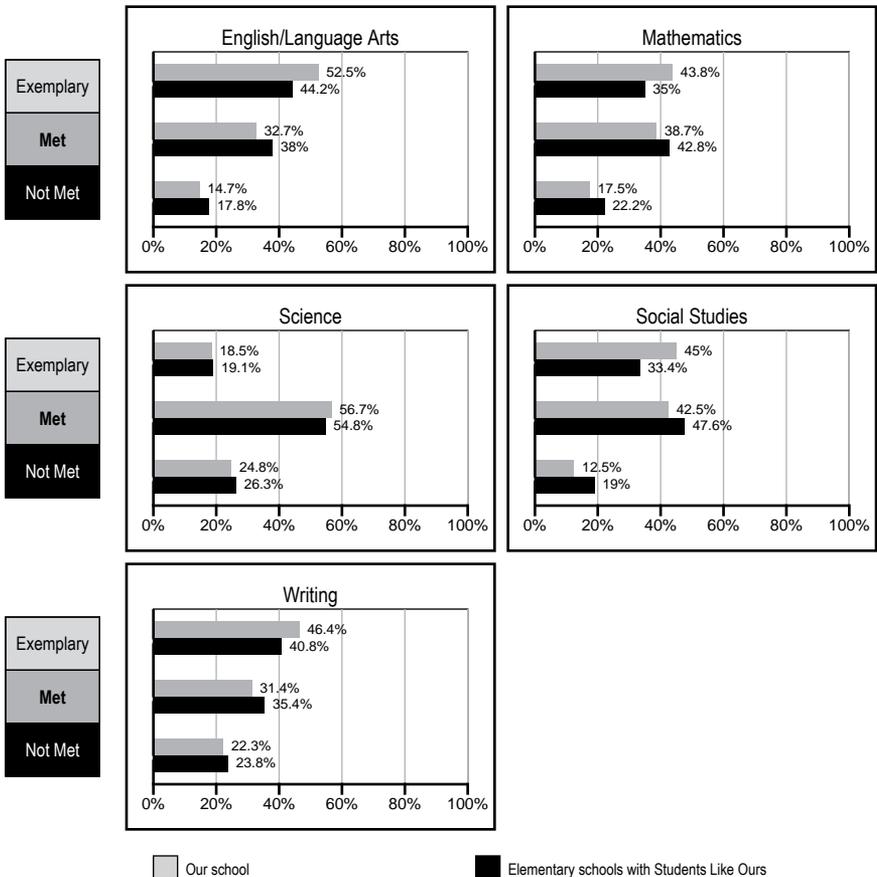
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
19	33	41	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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=635)</b>				
First graders who attended full-day kindergarten	90.9%	N/R	100.0%	100.0%
Retention rate	1.0%	N/A	1.7%	1.9%
Attendance rate	96.6%	N/A	96.4%	96.3%
Eligible for gifted and talented	14.2%	N/A	14.9%	10.0%
With disabilities other than speech	7.0%	N/A	7.1%	7.7%
Older than usual for grade	0.0%	N/A	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	62.2%	N/A	61.3%	59.4%
Continuing contract teachers	81.1%	N/A	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.7%	85.9%
Teacher attendance rate	96.4%	N/R	95.1%	95.1%
Average teacher salary*	\$46,946	I/S	\$48,050	\$47,149
Professional development days/teacher	14.5 days	N/R	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	26.4 to 1	N/R	19.3 to 1	18.8 to 1
Prime instructional time	92.6%	N/R	90.5%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,975	\$7,458
Percent of expenditures for instruction**	N/A	N/A	69.0%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	62.4%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

We have had an incredible year in our brand new school. Lyman Elementary is located in one of Spartanburg County's fastest growing areas. The new Lyman Elementary houses 636 students in pre-kindergarten through 4th grade. The faculty and staff of 65 serves our students in a brand new state-of-the-art facility. It is our belief that we are all stakeholders in the educational lives of every student. Through innovative and challenging educational experiences, we strive to meet the individual needs of all students at Lyman.

Students learn reading through a balanced literacy approach which includes the use of the Rigby Literacy Program. This year, we are implementing South Carolina Math for our math instruction. Science standards are addressed through exciting hands-on activities in our classrooms and through instruction involving the use of grade-level science kits. Our school joins the other schools in District Five in the continued implementation of the Learning-Focused School initiative and the standards-based units that have been developed for each content area. This exciting school reform model provides greater focus on standards and curriculum for both teachers and students.

Opportunities for students are abundant at Lyman Elementary School. Students have access to computers in labs and in classrooms, as well as the use of digital cameras, video cameras, laser disks, scanners, and SMART boards. Student leadership is encouraged through participation in Student Council, Pride Patrol, Captains of the Flag, and The Morning Show Crew.

We are grateful for our continuing partnership with our PTO and the following local businesses: Auto Zone, Chick-fil-A, Food Lion, Jocassee Designs, Zaxby's, McDonalds, Sonic, and Ingles. Students serve the school community through a variety of service learning projects such as food drives, Relay for Life, and Zig the Pig for cancer research.

Julie Clark, SIC Chair  
Tim Henson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	98	76
Percent satisfied with learning environment	100.0%	90.8%	97.4%
Percent satisfied with social and physical environment	100.0%	90.6%	97.4%
Percent satisfied with school-home relations	100.0%	94.9%	86.8%

\* 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

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

<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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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 = 58.8% (Met or Exemplary)**

All Students	230	100	14.7	32.7	52.5	92.2	86.3	82.8	Yes	Yes
<b>Gender</b>										
Male	108	100	11.8	38.2	50	93.1	83.5	79.3	N/A	N/A
Female	122	100	17.4	27.8	54.8	91.3	89.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	13.4	30.2	56.4	93.9	89.1	89.5	Yes	Yes
African American	31	100	17.2	51.7	31	89.7	78.9	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	44.1	32.4	23.5	73.5	54.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	77.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	108	100	18.6	37.1	44.3	88.7	81.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	230	100	17.5	38.7	43.8	87.1	85.3	78.9	Yes	Yes
<b>Gender</b>										
Male	108	100	17.6	35.3	47.1	90.2	83.2	77	N/A	N/A
Female	122	100	17.4	41.7	40.9	84.3	87.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	14.5	36.9	48.6	87.7	88.6	87.2	Yes	Yes
African American	31	100	34.5	44.8	20.7	86.2	75.2	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	52.9	29.4	17.6	55.9	48.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	75.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	108	100	25.8	38.1	36.1	80.4	79.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	166	100	24.8	56.7	18.5	75.2	75.1	67.5
<b>Gender</b>								
Male	80	100	23.7	55.3	21.1	76.3	74.8	67
Female	86	100	25.9	58	16	74.1	75.4	68
<b>Racial/Ethnic Group</b>								
White	133	100	21.3	58.3	20.5	78.7	80.5	79.5
African American	23	100	42.9	52.4	4.8	57.1	58.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	28	100	63	33.3	3.7	37	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.6	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	84	100	30.3	57.9	11.8	69.7	65.7	55.1
<b>Social Studies</b>								
All Students	169	100	12.5	42.5	45	87.5	77.9	72.3
<b>Gender</b>								
Male	79	100	14.9	44.6	40.5	85.1	77.6	71.5
Female	90	100	10.5	40.7	48.8	89.5	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	139	100	10.4	41.8	47.8	89.6	81.2	80.7
African American	22	100	23.8	42.9	33.3	76.2	66.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	26	100	53.8	34.6	11.5	46.2	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.5	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	12.7	47.9	39.4	87.3	69.9	62.1

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	229	99.1	21.6	31.7	46.8	78.4	75.1	70.2	96.6	96.5
<b>Gender</b>										
Male	109	100	25.7	34.3	40	74.3	68.5	63.2	96.4	96.3
Female	120	98.3	17.7	29.2	53.1	82.3	82.4	77.5	96.8	96.7
<b>Racial/Ethnic Group</b>										
White	186	98.9	19.6	31.3	49.2	80.4	79.1	79.1	96.6	96.3
African American	31	100	27.6	37.9	34.5	72.4	63.4	57.6	97.4	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.1	86.2	92.8	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.3	62.6	95.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	95.3
<b>Disability Status</b>										
Disabled	34	94.1	64.5	22.6	12.9	35.5	27.8	26.1	95.7	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	64.9	61.2	96.1	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	106	99.1	27.3	34.3	38.4	72.7	66.1	58.9	95.9	96

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>2009</b>	3	125	100	11.1	31.6	57.3	88.9
	4	105	100	19	34	47	81
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	125	100	19.7	39.3	41	80.3
	4	105	100	15	38	47	85
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	61	100	33.3	42.1	24.6	66.7
	4	105	100	20	65	15	80
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	64	100	15	25	60	85
	4	105	100	11	53	36	89
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	124	99.2	22.9	28	49.2	77.1
	4	105	99.1	20	36	44	80
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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