



## Carver Elementary

515 N. Cashua Drive  
Florence, S.C. 29501

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	849 Students	
<b>Principal</b>	Chris Rogers	843-664-8156
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

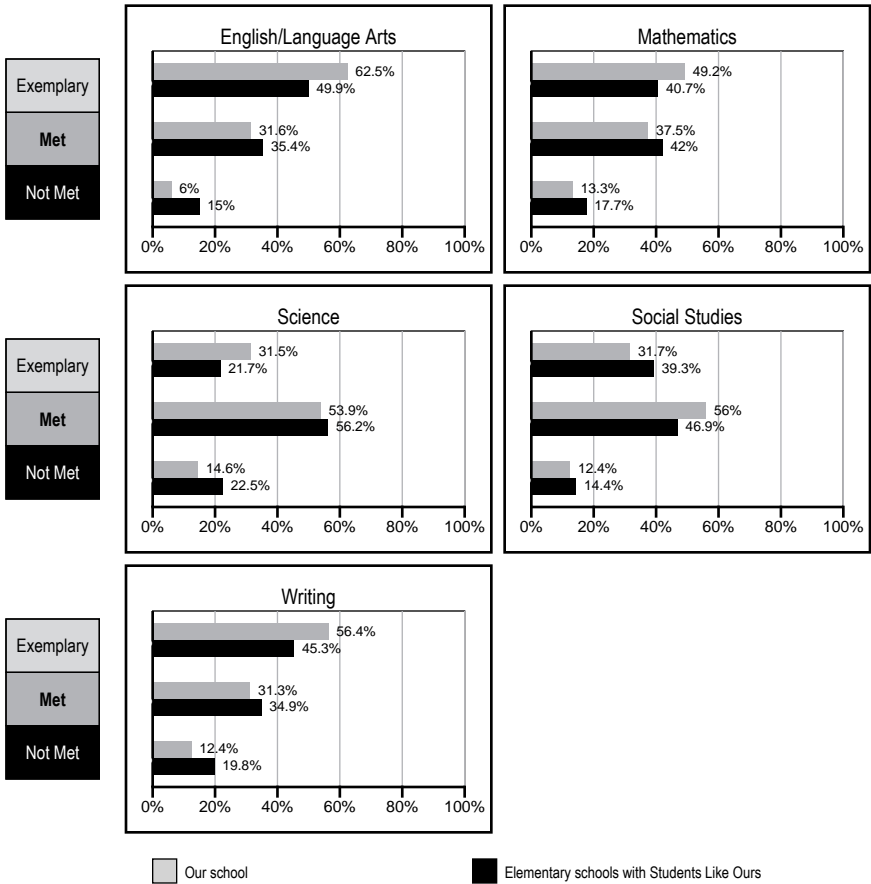
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.2%

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

Excellent	Good	Average	Below Average	At-Risk
20	21	8	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=849)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 4.1%	1.5%	1.9%
Attendance rate	96.0%	Down from 96.2%	96.6%	96.3%
Eligible for gifted and talented	18.7%	Up from 17.4%	17.4%	10.0%
With disabilities other than speech	8.8%	Up from 6.6%	8.1%	7.7%
Older than usual for grade	0.9%	Up from 0.6%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	60.7%	Down from 67.2%	60.7%	59.4%
Continuing contract teachers	91.1%	Down from 91.4%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.4%	Down from 95.3%	85.7%	85.9%
Teacher attendance rate	97.1%	Up from 94.8%	95.2%	95.1%
Average teacher salary*	\$50,794	Up 3.7%	\$47,927	\$47,149
Professional development days/teacher	12.3 days	Up from 10.5 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	13.0	Up from 0.1	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.2 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 90.0%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,629	Up 8.5%	\$6,629	\$7,458
Percent of expenditures for instruction**	72.1%	Up from 69.6%	70.5%	68.8%
Percent of expenditures for teacher salaries**	69.8%	Up from 67.0%	65.1%	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

Carver Elementary School provides excellent services for approximately 873 students from pre-kindergarten to 4th grade. Our mission is to prepare students to become productive, responsible citizens and lifelong learners. Carver is an award-winning school, meeting AYP for the past 5 years. Other state recognition includes "Closing the Achievement Gap" between subgroups in 2004, 2006, 2007 and 2008, receiving the Palmetto Gold and Silver Awards, as well as receiving the Physical Fitness and Healthy School Awards. Carver has also been recognized as a Red Carpet School and a School of Promise. This year, Carver was one of five schools in the state to win the National Blue Ribbon Award for 2008-2009.

Carver has an exceptional staff. There are 13 National Board Certified teachers on staff, 71% hold advanced degrees, and 100% of the full-time and paraprofessional teaching staff meet the federal standards of "Highly Qualified." Teachers pursue ongoing professional development to ensure that best practices are available to all students.

Carver utilizes an integrated, standards-based curriculum that emphasizes technology. Technology resources used to engage students include a portable wireless lab, software programs, Internet resources, computer lab activities, SMART Boards and streamline videos. Carver has a balanced language arts program providing a literacy lab, Reading Renaissance, and "Write...from the Beginning," a writing program that is used in K-4. In Math, a variety of hands-on programs such as Everyday Math, Everyday Counts Calendar Math, Math 4 Today, and Math-Out-of-the-Box are used.

MAP testing is done in the fall to help identify student levels in reading, language, and math, and again in the spring to determine growth in these areas. Compass Learning-Odyssey, a computer-based program, is used in conjunction with MAP to provide engaging activities for differing levels of achievement and learning styles. Other programs include a computer lab, science lab, art, music, and physical education.

At Carver, our parents and community are involved. Carver has an active PTO and School Improvement Council. Volunteers can be found leading the Thanksgiving Festival, serving as tutors and mentors, and working in Carver's Discovery Garden and Natural Habitats, just to name a few areas. Carver has numerous contributors and community, business, and college partners.

Carver offers many enrichment opportunities for our students. A variety of after-school clubs are available throughout the year. Leadership opportunities offered include Safety Patrols, Morning Show, and Wee Deliver. Character programs such as Steps to Respect, Core Essentials, Second Step, and Character Counts are used. Carver also has strong student recognition programs, including Terrific Kids, PrinciPALS, Celebrity Student, Honor Roll, Perfect Attendance, and Reading Renaissance awards. In summary, all of the above makes Carver "A Great Place to Learn."

Cynthia Young, Ed. D., Principal  
 Krista Carver, Chairperson, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	143	73
Percent satisfied with learning environment	98.1%	85.9%	90.3%
Percent satisfied with social and physical environment	98.1%	84.5%	97.3%
Percent satisfied with school-home relations	98.1%	91.6%	84.5%

\* 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 17 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.0%	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	325	100	5.8	30.8	63.3	95.1	85	82.8	Yes	Yes
<b>Gender</b>										
Male	169	100	7.6	35	57.3	94.3	82.3	79.3	N/A	N/A
Female	156	100	4	26.5	69.5	96	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	198	100	2.6	25	72.4	97.9	91.7	89.5	Yes	Yes
African American	104	100	13.5	42.7	43.8	88.5	78.3	73.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	97.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	12.5	46.9	40.6	71.9	58.8	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	3	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	100	13.7	36.3	50	88.2	78.6	75.5	Yes	Yes

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

All Students	325	100	13	37	50	93.5	79	78.9	Yes	Yes
<b>Gender</b>										
Male	169	100	14	38.2	47.8	91.7	77	77	N/A	N/A
Female	156	100	11.9	35.8	52.3	95.4	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	198	100	8.3	30.7	60.9	97.4	88.6	87.2	Yes	Yes
African American	104	100	25	52.1	22.9	84.4	69.3	66.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	97.4	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	31.3	37.5	31.3	84.4	47.6	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	3	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	110	100	23.5	44.1	32.4	84.3	70.6	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	239	100	14.7	52.9	32.4	85.3	67.8	67.5
<b>Gender</b>								
Male	128	100	14.5	47	38.5	85.5	68.2	67
Female	111	100	14.8	59.3	25.9	85.2	67.3	68
<b>Racial/Ethnic Group</b>								
White	142	100	3.6	55.5	40.9	96.4	81.5	79.5
African American	79	100	36.1	50	13.9	63.9	54.2	50.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	25	100	27.3	45.5	27.3	72.7	41.4	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	3	I/S	I/S	I/S	I/S	I/S	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	80	100	31.9	47.2	20.8	68.1	55.3	55.1
<b>Social Studies</b>								
All Students	237	100	12	54.7	33.3	88	72.3	72.3
<b>Gender</b>								
Male	125	100	11.1	48.7	40.2	88.9	71.7	71.5
Female	112	100	13	61.1	25.9	87	73	73.2
<b>Racial/Ethnic Group</b>								
White	147	100	5.6	53.1	41.3	94.4	81.7	80.7
African American	73	100	24.2	62.1	13.6	75.8	62.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	26	100	26.1	39.1	34.8	73.9	47.5	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	2	I/S	I/S	I/S	I/S	I/S	71.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	81	100	22.7	57.3	20	77.3	61.8	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	326	96.6	11.5	31.6	56.9	88.5	72.6	70.2	96	95.6
<b>Gender</b>										
Male	168	96.4	15.6	37	47.4	84.4	66	63.2	96.1	95.4
Female	158	96.8	7.3	26	66.7	92.7	79.3	77.5	95.8	95.8
<b>Racial/Ethnic Group</b>										
White	197	98	6.8	27.2	66	93.2	80.9	79.1	95.9	95.5
African American	106	93.4	22.6	41.9	35.5	77.4	64.1	57.6	96	95.7
Asian/Pacific Islander	14	100	9.1	9.1	81.8	90.9	89.1	86.2	97	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.6	62.6	95.3	95.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.2	68.7	99.7	95.9
<b>Disability Status</b>										
Disabled	34	73.5	30.4	47.8	21.7	69.6	30.9	26.1	95.6	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.3	61.2	95.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	113	92.9	23	35	42	77	62.9	58.9	95.4	95

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	175	100	7.2	29.3	63.5	92.8
	4	150	100	4.3	32.6	63.1	95.7
	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	175	100	18	35.9	46.1	82
	4	150	100	7.1	38.3	54.6	92.9
	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	89	100	20.2	48.8	31	79.8
	4	150	100	11.3	55.3	33.3	88.7
	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	87	100	19	46.4	34.5	81
	4	150	100	7.8	59.6	32.6	92.2
	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	177	97.7	16.8	25.7	57.5	83.2
	4	149	95.3	5.1	38.7	56.2	94.9
	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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