



CARVER ELEMENTARY

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

Grades	PK-4 Elementary School	
Enrollment	922 Students	
Principal	Chris Rogers	843-664-8156
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	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 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

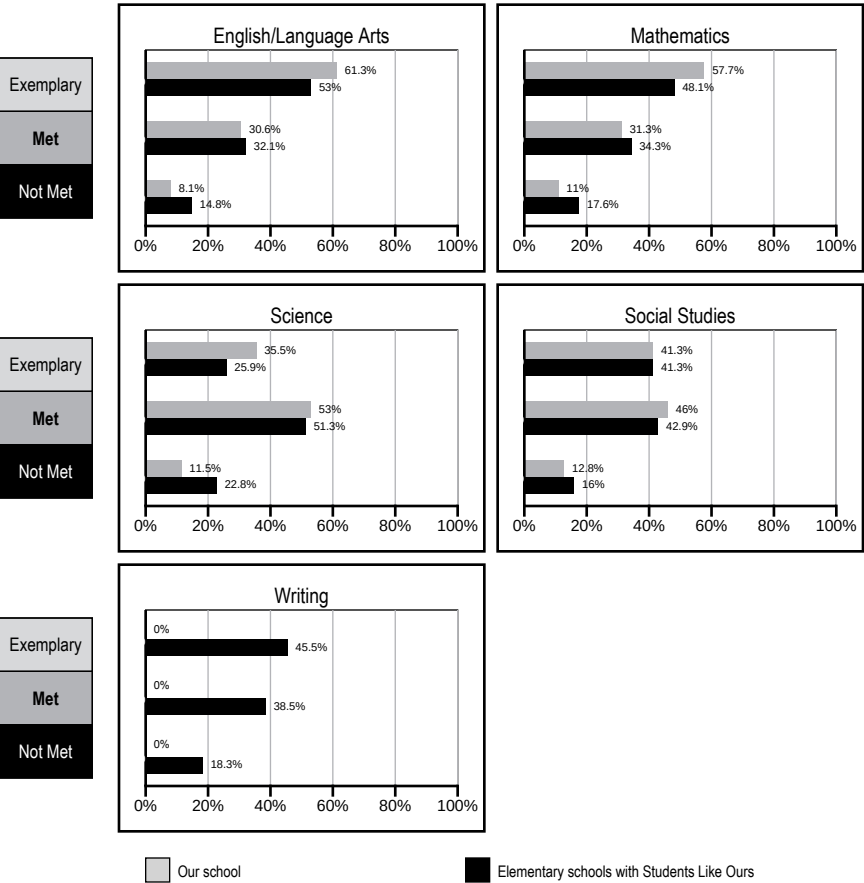
94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	16	3	2	0

* 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
Students (n=922)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	0.8%	1.1%
Attendance rate	96.2%	Up from 96.0%	96.6%	96.2%
Served by gifted and talented program	18.7%	Up from 14.1%	22.0%	13.4%
With disabilities other than speech	4.9%	Down from 8.5%	4.1%	4.1%
Older than usual for grade	0.2%	Down from 0.7%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	59.6%	Up from 57.9%	63.6%	62.5%
Continuing contract teachers	96.5%	Up from 91.2%	89.1%	88.2%
Teachers returning from previous year	93.4%	Up from 93.3%	87.9%	87.8%
Teacher attendance rate	94.8%	Down from 97.1%	95.2%	95.2%
Average teacher salary*	\$50,420	Down 1.5%	\$48,174	\$46,773
Professional development days/teacher	10.6 days	Down from 11.3 days	9.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.5 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 92.4%	91.3%	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	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,800	Down 5.2%	\$7,100	\$7,447
Percent of expenditures for instruction**	72.0%	Up from 71.4%	68.9%	68.4%
Percent of expenditures for teacher salaries**	69.1%	No Change	67.9%	65.8%

* 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 Elementary School provides excellent services for approximately 950 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 7 years. Other state recognition includes "Closing the Achievement Gap" between subgroups in 2004, 2006, 2007, 2008, 2009 and 2010, receiving the Palmetto Gold and Silver Awards, as well as receiving the National Blue Ribbon Award, the Physical Fitness and Healthy School Awards, and the SMART Showcase School Award. Carver has also been recognized as a Red Carpet School and a School of Promise.

Carver has an exceptional staff. There are 13 National Board Certified teachers on staff, 75% hold advanced degrees, and 100% of the full-time and paraprofessional teacher 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, standard-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, Smart Response Systems, Flash Masters, 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 and Math 4 Today are used.

MAP testing is completed 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, art, music, and physical education.

At Carver, our parents and community are significantly involved. Carver has an active PTO and School Improvement Council. Volunteers can be found serving as tutors and mentors, and working with our Positive Behavior System (Bear Bucks), just to name a few areas. Carver has numerous contributors and community, business, and college partners, including our Faith Based Volunteers and the Good News Club.

Carver offers many enrichment opportunities for our students. A variety of after-school clubs are available throughout the year. These include the Carver Cares Club, Sketchbook, Better Learning Bears, Sports of All Sorts, Techno Pros, Science Club, Chorus and MADD Science. 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, Bus of the Month and Reading Renaissance awards. Students are also involved in many service projects throughout the year. These include Harvest Hope Food Drive, Relay for Life, Pennies for Patients, Jump Rope for Heart, Toys for Tots, Florence Humane Society Drive, and the Camp Rae Supply Drive. In summary, all of the above makes Carver "A Great Place to Learn".

Chris Rogers, Principal

Cindy Schuh, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	159	122
Percent satisfied with learning environment	100.0%	92.9%	92.5%
Percent satisfied with social and physical environment	100.0%	91.1%	91.7%
Percent satisfied with school-home relations	100.0%	91.2%	88.4%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)

All Students	326	100	8.1	30.6	61.3	97.4	84.3	82.4	Yes	Yes
Gender										
Male	172	100	9.8	32.5	57.7	96.9	81.6	78.7	N/A	N/A
Female	154	100	6.1	28.6	65.3	98	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	221	100	4.2	27.4	68.4	98.1	90.6	88.9	Yes	Yes
African American	98	100	16.5	37.4	46.2	95.6	78.2	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	39	100	22.9	48.6	28.6	91.4	54.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	14.2	39.6	46.2	97.2	78.5	75.4	Yes	Yes

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

All Students	326	100	11	31.3	57.7	93.9	81.6	81.9	Yes	Yes
Gender										
Male	172	100	10.4	29.4	60.1	95.7	79.2	79.9	N/A	N/A
Female	154	100	11.6	33.3	55.1	91.8	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	221	100	5.2	25	69.8	96.7	90.1	88.9	Yes	Yes
African American	98	100	24.2	45.1	30.8	86.8	73.3	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	39	100	28.6	45.7	25.7	82.9	49.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	21.7	43.4	34.9	87.7	74.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	246	100	11.5	53	35.5	88.5	69.7	68.6
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Gender

Male	132	100	10.5	50.8	38.7	89.5	70	68.3
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Female	114	100	12.7	55.5	31.8	87.3	69.4	68.9
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Racial/Ethnic Group

White	166	100	3.1	52.2	44.7	96.9	83.9	80.7
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African American	73	100	32.4	54.4	13.2	67.6	56.4	51.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.1	85.3
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.7	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.5	70.8
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Disability Status

Disabled	25	100	31.8	50	18.2	68.2	42.3	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	60.7
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Socio-Economic Status

Subsidized meals	87	100	21.3	57.5	21.3	78.8	58.7	57.3
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Social Studies

All Students	246	100	12.8	46	41.3	87.2	72.8	72.5
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Gender

Male	127	100	11.6	44.6	43.8	88.4	72.3	72
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Female	119	100	14	47.4	38.6	86	73.4	73.1
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Racial/Ethnic Group

White	165	100	8.8	44	47.2	91.2	81.2	81
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African American	75	100	22.9	48.6	28.6	77.1	64.4	60
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.5	89
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.1	69.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.5
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Disability Status

Disabled	32	100	20	50	30	80	45.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	69.7
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Socio-Economic Status

Subsidized meals	91	100	21.4	47.6	31	78.6	64.6	62.9
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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	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	96.2	95.9
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	67.2	96.3	95.8
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.8	79.4	96.1	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82	81.5	96	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66	61.3	96.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	97	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	66.7	95.2	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	95.3
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28	26	95.7	95
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.5	65.7	96.6	96
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	63.2	95.8	95.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	165	100	7.1	26.6	66.2	92.9
	4	176	99.4	7.1	32.1	60.7	92.9
	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	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	160	100	5.3	21.9	72.8	94.7
	4	166	100	10.7	39	50.3	89.3
	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
2011	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
Mathematics							
2010	3	165	100	20.1	39	40.9	79.9
	4	176	100	7.1	38.1	54.8	92.9
	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	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	160	100	11.3	24.5	64.2	88.7
	4	166	100	10.7	37.7	51.6	89.3
	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
2011	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
Science							
2010	3	85	97.7	31.2	33.8	35.1	68.8
	4	176	100	13.7	61.3	25	86.3
	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	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	80	100	13.3	45.3	41.3	86.7
	4	166	100	10.7	56.6	32.7	89.3
	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
2011	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
Social Studies							
2010	3	80	98.8	18.2	58.4	23.4	81.8
	4	176	99.4	10.7	60.7	28.6	89.3
	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	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	80	100	9.2	47.4	43.4	90.8
	4	166	100	14.5	45.3	40.3	85.5
	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
2012	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
Writing							
2010	3	165	99.4	14.6	31.2	54.1	85.4
	4	175	99.4	13.1	32.1	54.8	86.9
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
2012	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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