



CARVER-LYON ELEMENTARY

2100 Waverly Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	368 Students	
Principal	Dr. Dorothy D. Gallman	803-343-2900
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

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	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
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

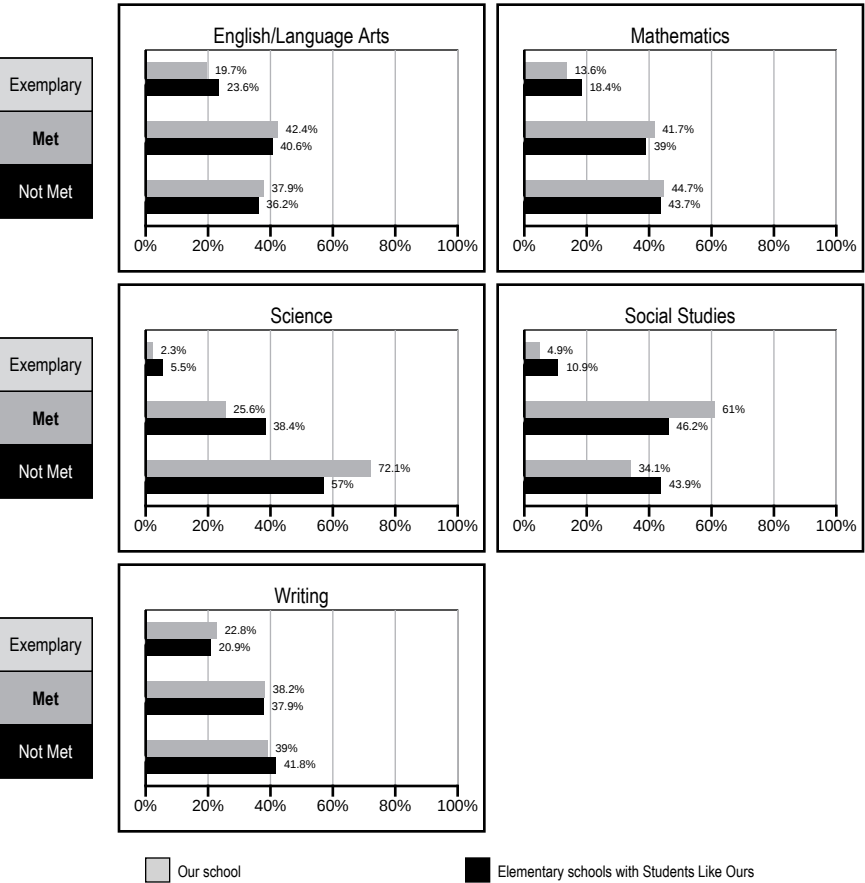
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	54	46	20

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

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=368)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	No Change	1.3%	1.2%
Attendance rate	95.1%	Down from 95.6%	95.9%	96.1%
Eligible for gifted and talented	3.4%	Up from 1.4%	4.1%	11.7%
With disabilities other than speech	8.7%	Up from 5.8%	8.5%	8.0%
Older than usual for grade	0.4%	Down from 0.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	75.7%	Up from 68.4%	59.5%	60.5%
Continuing contract teachers	70.3%	Up from 65.8%	78.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 84.6%	82.2%	87.0%
Teacher attendance rate	94.3%	Up from 92.2%	95.2%	95.4%
Average teacher salary*	\$49,048	Down 0.6%	\$45,243	\$47,288
Professional development days/teacher	8.1 days	Down from 10.4 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 13.6 to 1	17.0 to 1	19.2 to 1
Prime instructional time	87.8%	Up from 85.1%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,945	Up 0.1%	\$8,940	\$7,548
Percent of expenditures for instruction**	63.8%	No Change	67.8%	68.7%
Percent of expenditures for teacher salaries**	57.6%	Down from 59.3%	62.1%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Carver-Lyon Elementary is a Title I school with a student population of approximately 350 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. The opportunity to be the recipient of the Arts in Basic Curriculum (ABC) grant allows the school to offer a learning environment that promotes and integrates the arts to enhance cultural awareness. Identifying individual talents of students serves as a motivational tool to gain academic success. Carver-Lyon is a recipient of the S.C. Department of Transportation Safe Routes to School Grant, the U.S.D.A. Healthier School Gold Medal Award, and the Fresh Fruits and Vegetables Grant.

One of the most important 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 fully equipped Science and Math 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 2009-10 school year include recognition for Adequate Yearly Progress (AYP) and a District Teacher of the Year Finalist. Our school fosters a continuous effort to inspire students to gain academic excellence in all areas.

Dr. Dorothy D. Gallman, Principal

Ms. Patricia Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	40	17
Percent satisfied with learning environment	75.7%	89.7%	82.4%
Percent satisfied with social and physical environment	81.1%	82.5%	81.3%
Percent satisfied with school-home relations	41.7%	85.0%	81.3%

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

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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	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	143	100	37.9	42.4	19.7	78	78.2	83.5	Yes	Yes
Gender										
Male	70	100	57.8	34.4	7.8	67.2	74.7	80.1	N/A	N/A
Female	73	100	19.1	50	30.9	88.2	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	143	100	37.9	42.4	19.7	78	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	23	100	N/A	N/A	N/A	35	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	39.8	41.5	18.7	76.4	73.1	76.9	Yes	Yes

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

All Students	143	100	44.7	41.7	13.6	68.9	72	80.4	Yes	Yes
Gender										
Male	70	100	53.1	37.5	9.4	60.9	70.3	78.4	N/A	N/A
Female	73	100	36.8	45.6	17.6	76.5	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	143	100	44.7	41.7	13.6	68.9	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	23	100	N/A	N/A	N/A	10	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	46.3	39.8	13.8	66.7	65.9	72.8	Yes	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
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Science

All Students	94	100	72.1	25.6	2.3	27.9	56.5	67.3
Gender								
Male	44	100	78	17.1	4.9	22	56.1	66.9
Female	50	100	N/A	N/A	N/A	33.3	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	94	100	72.1	25.6	2.3	27.9	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	N/A	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	88	100	73.8	23.8	2.5	26.3	46.5	55.4

Social Studies

All Students	91	100	34.1	61	4.9	65.9	64	70.9
Gender								
Male	48	100	38.1	54.8	7.1	61.9	61.9	70.1
Female	43	100	30	67.5	2.5	70	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	91	100	34.1	61	4.9	65.9	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/A	N/A	N/A	41.7	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	87	100	35.9	59	5.1	64.1	56.5	60.8

Abbreviations for Missing Data

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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	145	97.9	38.1	38.8	23.1	61.9	63.4	72.1	95.1	95.9
Gender										
Male	70	95.7	57.1	30.2	12.7	42.9	56.3	65.2	95	95.7
Female	75	100	21.1	46.5	32.4	78.9	70.4	79.2	95.2	96.1
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	86.2	80.8	97.7	96
African American	144	97.9	38.1	38.8	23.1	61.9	57.3	59.7	95.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	64.6	N/A	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	24	87.5	N/AV	N/AV	N/AV	5.3	21.1	27.7	94.9	95
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	136	97.8	39.2	39.2	21.6	60.8	55.2	61.9	95.4	95.7

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
English/Language Arts							
2009	3	43	100	31.6	42.1	26.3	68.4
	4	50	100	31.1	53.3	15.6	68.9
	5	52	100	34.7	44.9	20.4	65.3
	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
2010	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
Mathematics							
2009	3	43	100	55.3	26.3	18.4	44.7
	4	50	100	46.7	46.7	6.7	53.3
	5	52	100	28.6	67.3	4.1	71.4
	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
2010	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
Science							
2009	3	22	100	42.1	52.6	5.3	57.9
	4	50	100	N/AV	N/AV	N/AV	35.6
	5	26	100	N/AV	N/AV	N/AV	32
	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
2010	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

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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							
2009	3	21	100	42.1	52.6	5.3	57.9
	4	50	100	26.7	62.2	11.1	73.3
	5	26	100	45.8	45.8	8.3	54.2
	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
2010	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
Writing							
2009	3	43	100	39.5	39.5	21.1	60.5
	4	52	98.1	27.7	48.9	23.4	72.3
	5	50	100	28.6	55.1	16.3	71.4
	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
2010	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

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