

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Dr. Cynthia T. Young Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Carver Elementary School

(As it should appear in the official records)

School Mailing Address 515 North Cashua Drive

(If address is P.O. Box, also include street address.)

Florence

South Carolina

29501-2003

City

State

Zip Code+4(9 digits total)

County Florence

State School Code Number* 2101009

Telephone (843) 664-8156

Fax (843) 664-8177

Web site/URL http://www.fsd1.org/carver

E-mail CYoung@fsd1.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Larry Jackson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Florence District One

Tel. (843) 669-4141

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Porter Stewart

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 13 Elementary schools
 _____ 3 Middle schools
 _____ 0 Junior High Schools
 _____ 3 High schools
 _____ 6 Other
 _____ 25 TOTAL
2. District Per Pupil Expenditure: _____ 8040
 Average State Per Pupil Expenditure: _____ 8159

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 11 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	12	29	41	7			0
K	62	75	137	8			0
1	84	86	170	9			0
2	94	81	175	10			0
3	68	81	149	11			0
4	102	80	182	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							854

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 40 | % Black or African American |
| 2 | % Hispanic or Latino |
| 57 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 19 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	67
(2)	Number of students who transferred from the school after October 1 until the end of the year	83
(3)	Total of all transferred students [sum of rows (1) and (2)]	150
(4)	Total number of students in the school as of October 1	793
(5)	Total transferred students in row (3) divided by total students in row (4)	0.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 7 %
7 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Hindu, Spanish, Japanese, Tagalog

9. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 327

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Carver's School's poverty index is 53% which includes 453 students receiving free/reduced priced meals and/or medicaid services.

10. Students receiving special education services: 18 %
150 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>45</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>102</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>4</u>
Special resource teachers/specialists	<u>21</u>	<u>8</u>
Paraprofessionals	<u>27</u>	<u>0</u>
Support Staff	<u>12</u>	<u>0</u>
Total number	<u>103</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of 19 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	96 %	95 %	96 %
Daily teacher attendance	93 %	96 %	96 %	95 %	95 %
Teacher turnover rate	5 %	5 %	6 %	12 %	14 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

As our motto implies, Carver is truly a 'Great Place to Learn'. We strive daily to provide a quality education in order to accomplish our school's mission, 'to prepare students to become productive, responsible citizens, and life-long learners'. We believe that in order to accomplish this mission we must provide a positive learning environment for all students. The moment you enter the doors at Carver, you immediately sense a warm, inviting atmosphere. Our 'Red Carpet' school provides a happy, healthy and safe environment where students, parents, community and staff know they are valued and appreciated. We believe that Carver's emphasis on character development has contributed to the success of our students. Other special traits that describe Carver include the use of Thinking Maps (visual thinking tools), a school-wide writing program, inquiry-based math lessons, special science lab time, technology that includes interactive SMART Board lessons, and the Reading Renaissance program that encourages reading.

Student work is displayed throughout the hallways and classrooms, highlighting active learning and the success of our students and our school. By walking through the classrooms and observing standards-based instruction, it is evident that learning is a top priority at this school. Carver's instructional framework consists of four major components. There is a focused plan to correlate the written, taught, and tested curriculum, and a plan to analyze test scores within the grade levels and across the school, ensuring that the plan is working. As lessons are observed, the administration expects to see active engagement of children in the learning. Grouping methods ensure differentiation of instruction. Numerous staff development opportunities provide teachers with tools to use innovative and challenging teaching practices. The hard work of our excellent teachers has resulted in our school meeting Adequate Yearly Progress (AYP) for the past four years and earning an 'Excellent' absolute rating 3 out of 5 years on the South Carolina Annual School Report Card.

Carver is a Title One school with 854 children in preschool-fourth grade who come from varied socioeconomic backgrounds (from affluent to 53% who live in poverty). We receive students who live outside of our attendance zone, due to our school meeting AYP and the school choice attendance policy. Approximately 40% of the third and fourth grade students (tested grades) participate in after-school programs for remediation and enrichment, and all students with identified deficiencies receive extra assistance during school hours. In first grade, children receive assistance in a literacy lab, individual instruction by Reading Recovery teachers, or participate in enrichment classes. In grades 2-4, flexible groups are established after the fall Measures of Academic Progress (MAP) test. Students who qualify also receive assistance from special education teachers. Some of the specialists included in our school are a media specialist, a science lab teacher, computer lab instructor, two Reading Recovery teachers, both behavioral health and guidance counselors, and a curriculum coordinator. The district provides four teachers for the preschool developmentally delayed classes and two teachers for the educable mentally disabled classes which are housed at Carver. Eighteen percent of the Carver teachers are National Board Certified and 59% have advanced degrees. One hundred percent of our full-time staff is highly qualified, as identified by No Child Left Behind (NCLB) legislation. In addition to the certified personnel, strong classified staff members contribute to Carver's success.

Carver consistently places special emphasis on parent and community involvement. Many of our special programs (i.e., the Thanksgiving Festival, Superstar Math, and Terrific Kids) are sponsored by parent and community partners. Volunteers are invaluable and without their dedication and support our school would not be the exceptional one that it is. There is an active Parent Teacher Organization and School Improvement Council at our school. We are a TEAM working together toward one common mission, to provide a quality education that will prepare all students to become productive, responsible citizens and life-long learners. Our school exemplifies what a quality school is. While successes of our students and our school accomplishments are many, we would be honored to be chosen as a National Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Palmetto Achievement Challenge Test (PACT) is a standards-based accountability measurement of student achievement in four core academic areas ' English Language Arts (ELA), mathematics, science, and social studies. An accountability system and a statewide test (PACT) are mandated by the South Carolina Education Accountability Act of 1998 and the federal No Child Left Behind Act of 2001 (NCLB). The PACT student performance indicators are:

Advanced: The student exceeded expectations for student performance.

Proficient: The student is well prepared to work at the next grade level; met expectations.

Basic: The student has met minimum expectations for student performance.

Below Basic: The student has not met minimum expectations for student performance.

(See website listed below)

When comparing the percentage of students meeting and exceeding the state standards, Carver's averages have exceeded district and state averages for the past five years in all areas and in all categories. During this time, all students have shown continued progress in percentages scoring proficient and above, with an increase in grade 4 math from 37% in 2003 to 62% in 2007, and 92% meeting or exceeding the standard. In grade 4 ELA, percentages scoring proficient and above increased from 36% in 2003 to 63% in 2007 (with 98% meeting or exceeding the standard). In grade 3, there is also an increase in percentages scoring proficient and above, moving from 44% in 2003 to 53% in 2007 in math (and 93% meeting or exceeding the standard). ELA percentages for proficient and above in grade 3 increased as well, moving from 49% to 75% during the last five years (with 96% meeting or exceeding the standard). Evidence of the success of our school-wide writing program is exemplified by 86% of the third graders and 80% of the fourth graders scoring proficient or above on the writing portion of the ELA test.

Although some disparity in scores continues to exist between racial and socio-economic subgroups, there has been a steady increase in the percentage of students in these subgroups who have met the state standard and have scored proficient or above in ELA and math (i.e., the percentage of African-American children at or above proficient moved from 32% in 2003 to 59% in 2007 in grade 3 ELA and achieved 91 % meeting or exceeding the standard in that subject. Progress in math for grade 3 has been slower, but improving, with 21% scoring proficient or above in 2003 compared to 27% in 2007 (and 86% meeting or exceeding the standard). Similar progress for ELA and math has been shown for third grade students who receive free or reduced lunch.

In grade 4, continued academic progress has been shown in these subgroups, with the African-American scores increasing in ELA from 15% in 2003 for proficient and above to 36% in 2007 (and 93% meeting or exceeding the standard). In math, African American scores increased from 9% in 2003 to 29% in 2007 (with 80% meeting or exceeding the standard). Similar results are seen for the grade 4 students who receive free or reduced lunch. A major priority for our school is to continue moving all children to the advanced range in all subjects. The staff has implemented techniques and programs in all subjects to assist in meeting this goal. Carver was recognized in 2004 and 2006 for closing the achievement gap between the student subgroups. Our challenges are to continue closing the achievement gap between subgroups and to meet the challenge of showing continued improvement between grades 3 and 4 for all students.

Carver has met all required objectives for Adequate Yearly Progress as designated in the No Child Left Behind legislation for the past four years and has received either a 'Good' or 'Excellent' Absolute Rating each year on the annual School Report Card. Carver was named a Palmetto Silver Award Winning School by the State Department of Education in 2004. More information about our state assessment can be found at <http://www.ed.sc.gov/agency/offices/assessment/pact/>.

2. Using Assessment Results

At Carver, we have a standards-based, data-driven curriculum. The school not only uses data from state standardized assessment to understand and improve student performance, but it has also built into the curriculum ongoing standards-based benchmarks and MAP assessments that allow teachers to closely assess and document students' abilities in the areas of English Language Arts and mathematics. The data derived from these tests facilitate addressing weaknesses more accurately, immediately and frequently. Other assessments from which instruction is planned include Dominion Reading and Writing (DeFord) and South Carolina Readiness Assessment (SCRA) for kindergarten and first grade, STAR (reading level placement) testing in grades 1-4, as well as weekly teacher-constructed assessments to check for ongoing progress in all grades.

An important component of Carver's program includes a detailed analysis of tests results. Cross-grade and longitudinal data are gathered for student and teacher analysis. The analysis is used to target subgroups for remedial and enrichment instruction. Teachers analyze their own scores, calculating the absolute score for each subject and comparing their scores to other teachers' and to the grade level and school scores. The teachers meet with the principal to discuss and interpret these results. Along with the yearly analysis, they study their longitudinal data and make instructional decisions accordingly. Fourth grade teachers team with third grade teachers to calculate improvement ratings for each fourth grade student. Teachers are aware of how much each child needs to progress to move from one performance indicator to another (i.e., from proficient to advanced).

Immediate attention to the identified weaknesses manifests itself in the form of focus groups, increased differentiated instruction, and tutoring opportunities for students. Identified students, based upon PACT and MAP scores, are invited and encouraged to participate three days a week in an after-school Challenge Club for assistance in reading, math, and science. Transportation is provided for students who live in designated areas. The after-school program has been valuable in assisting children in moving from below basic to basic and from basic to proficient categories. Using assessment results to drive instruction is an ongoing process at Carver. According to ongoing assessments in determining whether a special education student is meeting identified goals, he could be recommended by the IEP team for an alternative assessment, which tests with a series of progressive performance tasks linked to grade-level standards.

3. Communicating Assessment Results

We strive daily to keep the lines of communication open among parents, staff, students, and our community. School agendas are provided for students in grades 2-4. These are used to communicate homework assignments, student progress, and other information to parents on a daily basis. Kindergarten and first grade send home daily folders that contain homework assignments and work completed for that day. Parents of students at all grade levels receive their child's daily behavior calendar and Reading Renaissance logs to review, sign, and return the following day. 'Monday Folders' contain weekly class newsletters, students' graded work, progress reports, the weekly principal newsletter, PTO news, School Improvement Council news, and any other important school information.

Interim reports and report cards are issued to students quarterly with comments from their teacher. Comments and stickers are placed on students' report cards by the administrative team. Terrific Kids, PrinciPals, and honor roll assemblies are held throughout the year with an awards day at the end of the year. Students are recognized for a variety of achievements (i.e., honor roll, perfect attendance, good citizenship and improvement). Parents are invited to attend. Bulletin boards display Accelerated Reader points, honor roll, parent recognition, newspaper articles, and writing across the curriculum. On our live morning show, student anchors along with selected adults, announce successes in reading, writing, math, and good character. Academic assistance plans and all test results are shared with parents during parent-teacher conferences, telephone conferences, e-mails, and home visits. In addition, parents of special education students receive information through IEP meetings and home visits. The annual School Report Card issued by the State Department of Education is mailed to each student's home. The School Summary Report, published annually by the School Improvement Council, is also sent home. Our various means of communication increase awareness of student performance, thus strengthening the involvement, commitment, and efforts of the parents, staff, teachers, students and community in providing a quality education for our children.

4. Sharing Success:

The Carver Staff is proud of the school's accomplishments and is excited about sharing Carver's

successes. Carver has partnered with the USC Diverse Pathways in Teacher Preparation Project (University of South Carolina College of Education) and encourages schools in the project to visit Carver to observe SMART Board presentations and other successful programs such as school-wide math and writing programs. Student teachers and interns from Francis Marion University and Coker College complete course work by working with and learning from our teachers.

Teachers share successful curriculum strategies, originally designed SMART Board lessons, and ideas from book studies and articles at teachers' meetings, and in other small group settings. Carver teachers enjoy e-mailing SMART Board lessons back and forth across the school and the district. Teachers provide demonstration lessons for other teachers in our school and district, as well as teachers from other districts. Carver teachers share successful curriculum programs at district-wide staff development meetings and principals' meetings.

Carver teachers present at state conferences when the opportunity is available. A group of Carver teachers will share innovative practices that attributed to our students' achievement at the 2008 Spring Conference for the SC Staff Development Council. Carver staff has presented innovative practices at the annual conference for the South Carolina School Boards' Association. Carver staff also presented classroom strategies that work for the Center of Excellence to Prepare Teachers of Children of Poverty held at Francis Marion University in the fall and again at its spring conference. Our teachers have also been actively involved in the development and revision of the Florence One Curriculum Alignment Document.

Carver's successes are shared with parents, students, and the community through a school website, Carver brochures, school tours, and other ways listed previously in this document. Our objective is to keep our students, teachers, and parents informed, and to celebrate and share our successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Carver Elementary School reflects our mission that all students become life-long learners and positive contributors to society. The curriculum is a standards-based, integrated curriculum that utilizes best practices based on the national and state standards and our district curriculum alignment document. All teachers and staff work as a team to create a learning environment that motivates and engages children in learning. The related arts teachers support the classroom through an integrated instructional approach. To further realize this approach, these teachers have written an Arts in Basic Curriculum Grant to begin a school-wide effort for arts integration in our school. Our students are exposed to foreign language experiences through a Spanish Club and French lessons taught on Carver's Morning Show.

Our math curriculum is a result of our continually searching for research-based methods and programs to implement national and state standards. Therefore, Carver has a comprehensive math curriculum that includes a myriad of resources. Every Day Counts uses the calendar to expose students to necessary math concepts in a way that caters to the way children learn math; Math 4 Today exposes students to a 10-minute daily practice of skills that spiral throughout the year; SMART Board lessons provide interactive math lessons; trade books connect math to the real world; Video-Streaming lessons help students to see math in action; songs, raps, and games reinforce math concepts; the Superstar Math program involves parents and promotes problem-solving, and the School Bank encourages students to work with real-world situations. Teachers must think outside of the box by implementing inquiry-based programs such as Everyday Math in K-3 and Math Out of the Box in grade 4. Teachers also use Compass Learning Odyssey and Larson's Math to meet students' needs. Successful implementation of a comprehensive math program has resulted in closing the achievement gap at Carver (i.e., with 81% of African-American students in grade 3 meeting or exceeding the standard in 2007 and 80% meeting or exceeding the standard in grade 4).

The school's science curriculum involves a hands-on, minds-on approach as the classroom teachers and science lab instructor work together to plan and implement a standards-based curriculum. Students learn concepts through experiments, using the scientific method. In the classroom they learn process skills and how to work cooperatively. In the lab, they have the opportunity to record and analyze data, and apply skills for working together to solve problems. Field trips to Carver's Discovery Garden and selected areas around the state give students an opportunity to apply science standards in the real world. Full Option Science System (FOSS) kits are used to teach various strands from the state and national science standards. Activities from the AIMS (Activities Integrating Math and Science) program are used to bridge science and math skills. Computerized programs, Video-streaming, fiction and non-fiction trade books are used to supplement the textbooks, as well as to integrate science and English/Language Arts content.

In social studies, newspapers, weekly readers, maps, globes, computer software, as well as various websites and non-fiction trade books are used to supplement the social studies textbooks and to engage students in the learning. Additional learning experiences include a Thanksgiving Festival, a school-wide election, a multi-cultural academic fair, guest speakers, and novels that focus on historical events. To further support our students' understanding the importance of celebrating cultural diversity and to increase the probability that they will be able to function productively in our global society, meaningful activities take place during special emphasis months (i.e., Black History Month and Women's History Month). Character building is emphasized through the many service learning projects promoted at our school. Field trips that depict areas of history and historical landmarks in South Carolina extend children's knowledge.

Our Language Arts curriculum is based on a balanced literacy model where reading, writing, speaking, listening, viewing, and thinking are interconnected. With this model, teacher-directed instruction and student-centered activities are a part of each instructional day. Our print rich environment exposes students to a variety of literature such as novels, poems, newspapers, informational articles, pamphlets and brochures. By integrating reading and

writing across the curriculum, students are able to write in a variety of formats and genres and for different purposes. Students have many opportunities to interact and express themselves through the communication skills of speaking, listening, and viewing (i.e., the morning show, chorus productions, plays, reader's theater, independent writing time, Wee Deliver writing program, drama club, and storyteller's club). Students also have the opportunity to ask questions, elaborate (by visualizing, analyzing, synthesizing, and evaluating ideas/concepts) to explore, and collaborate in the classroom. Based on best practices, we strive to create literacy classrooms that are authentic, interactive, and engaged. Successful implementation of a balanced literacy program has resulted in closing the achievement gap at Carver (i.e., the percent of African-American students scoring proficient or above increased from 32% in 2003 to 59% in 2007 for grade 3, with 91% meeting or exceeding the standard. In grade 4 students in this subgroup increased from 15% scoring proficient or above in 2003 to 36% in 2007, with 93% meeting or exceeding the standard).

2a. **(Elementary Schools) Reading:**

The ultimate goal of our balanced literacy program is to help children construct meaning when they read. Therefore, all activities focus on building meaning or supporting the meaning making process in some way. To lay the groundwork for an in-depth look at comprehension, our staff participated in a year-long study using 7 Keys to Comprehension (Zimmerman and Hutchins, 2003). Teachers learned the importance of modeling and teaching specific strategies such as making connections (text-to-self, text-to-text, and text-to-the-world). Students have an opportunity to work with a wide variety of authentic literature and genre including: Harcourt Trophies core reading program, leveled texts, novel units, trade books, and Accelerated Reader. Vocabulary and comprehension are supported through read alouds, guided reading, and shared reading activities. Student engagement in fluency is practiced in a variety of ways using shared reading, books on tape, poetry, and reader's theater. We believe that students learn to read by reading; therefore, a 30-40 minute block of time is provided each day for independent reading and reading aloud to the children. Phonemic awareness at the early grades is developed using rhymes, poems, finger plays, and songs. Phonics instruction includes rhyming games, word analysis, working with magnetic letters, and building and making words. Harcourt Trophies provides a framework for systematically and sequentially providing phonemic awareness and phonics instruction in the early grades.

Using data collected from formal and informal assessments (mentioned previously) directs teacher decision-making and instruction. Students are grouped in a variety of ways to provide instruction. In first grade, individual, small and whole group instruction is provided within the classroom, by Reading Recovery teachers and in the literacy lab. Students in grades 2-4 work in small flexible focus groups with instructional tutors for additional assistance and enrichment, in addition to classroom instruction. The use of interest inventories, Thinking Maps, leveled texts, readers' theater, Accelerated Reader, trade books, authentic literature, author visits, and varied reading materials has increased motivation and performance in our classrooms. Reading comprehension scores continue to rise school-wide, evidenced by 67% of the students in grades 3 and 4 scoring proficient and above on the reading portion of the ELA test.

3. **Additional Curriculum Area:**

Demonstrating both personal and social responsibility is an integral component of character development. Carver has in place structured programs and curricula to facilitate student awareness and acquisition of desirable character traits such as responsibility, respect, kindness, etc. This plan starts in kindergarten where teachers use Bailey's research-based Conscious Discipline Curriculum (2001) to teach discipline and guide children into becoming socially competent members of a group. All grades at Carver use the Core Essentials program, sponsored by one of our community partners, to teach a character 'word of the month'. The word is placed above every classroom door. Carver begins each day with a student announcing a character quote to assist in teaching this word. Teachers present lessons from literature on the Core Essentials. A table card with meal time weekly notes

(written in English and Spanish) is sent home monthly to assist families in practicing this character trait. Each teacher receives 10 'Value-Able' cards to distribute monthly to students demonstrating the character behavior. The recipient gets a free Chick-Fil-A kid's meal. Guidance lessons are planned around the Core Essential words. In addition to this program, students also receive 'Good Character' Coupons for being 'caught' showing good character. The students' names are announced each day and if a child's name is drawn, he receives a tangible reward from the guidance counselor. Other recognition programs include the PrinciPALS program and the community-sponsored Terrific Kids' Program where students are selected each month for demonstrating responsibility. Second Step lessons teach conflict resolution skills in K-4 classes and bullying prevention lessons are also taught in each grade. A resource police officer teaches a six-week course, 'GREAT', on gang resistance education to each fourth grade class. Service-learning projects are completed by students across the school throughout the year. Character education is embedded in classroom instruction throughout the day. Self-reliance is taught through our Guidelines for Success. Procedures are written and taught for each area of the school (cafeteria, restrooms, recess, etc.). A positive intervention component is part of each teacher's discipline plan. As a result of emphasizing school-wide character education, we expect to see the percent of incident reports decrease from 16% in 2007 to less than 10% in 2008. A relevant assertion penned by Martin Luther King supports this belief: 'Intelligence plus character' that is the goal of true education'.

4. Instructional Methods:

At Carver, special emphasis is placed on determining what educational methods, programs, and practices will assist the students in becoming life-long learners. Developmentally appropriate practices are used to increase student success. The significance of building background knowledge is addressed at all grade levels. In order to meet the needs of our diversified student body, teachers employ a variety of instructional techniques such as: peer and adult tutoring, hands-on activities, project-based learning, learning stations, flexible grouping, direct teaching with visuals, academic challenge after-school clubs, demonstration and modeling, questioning (using the revised Bloom's taxonomy), discovery, cooperative learning, games, music, and simulations. We believe that by using these innovative techniques with all students, providing enrichment and academic assistance, we are able to meet the needs of each student.

Teachers assess daily, using the data to examine the strengths and to address weaknesses of the students. Quarterly benchmarks are used by teachers to determine whether they are on track with meeting the grade level goals for instruction. Students are given the Measures of Academic Progress (MAP) test in the fall to determine students' instructional needs. This test is given again in the spring to measure each student's progress. Compass Learning Odyssey, an electronic program that designs instruction that matches each child's need in reading, math, and language, is used to provide additional assistance in skill development. Teachers in all grades use the LCD projector to include Video-Streaming and other programs from the internet during whole-group instruction. The SMART Board interactive whiteboard, used in grades 3 and 4, provides a visual resource for whole-class teaching that is both interactive and engaging. All teachers (pre-kindergarten to grade four in regular and special education programs) use a wide variety of instructional methods to address all modalities (visual, auditory, kinesthetic). By integrating arts in the curriculum, teachers are addressing Gardner's multiple intelligences of learning, thus engaging students and meeting the diverse learning styles of all students.

5. Professional Development:

We recognize that change does not come from a one day workshop but from extended and extensive exposure to new ideas. Our staff development provides this continued support as teachers take on new learning and practices. Staff development at Carver is a direct result of test score analysis from PACT, MAP comparisons, Dominie assessments in the primary grades and a study of the effectiveness of research-based instructional practices. This information is used to determine whether we have met goals set in the Title One and strategic plans for the year. Study of these results enables us to reflect on the success of our instructional framework and decide where changes need to be made. We work on grade level teams to make plans for professional development that will help us meet our goals. Improved ELA scores have been a direct result of such programs as: Buckner's 'Write from the Beginning', 'Thinking Maps' (visual thinking tools), phonics and literacy

courses for teachers in K-4, teaching through integration of skills, using non-fiction literature, in-depth book studies including comprehension strategies, as well as workshops on using the revised Bloom's Taxonomy and questioning strategies. Evidence of math improvement is seen as a result of inquiry-based programs such as Every Day Math and Math out of the Box. Other staff development that is a result of identified needs includes: Alderman's Discipline, A Total Approach, integration of technology and character education across the curriculum, and integration of the arts into the curriculum (a newly identified need). Our teachers have also been involved in revising and improving the district's curriculum alignment document. Teachers attend State Conferences throughout the year and present researched-based best practices and strategies to their colleagues. We continue to study the correlation between the components of our instructional framework and will continue to offer professional development that is identified by our staff as a need. Carver's greatest strength is its instructional staff, a staff that is continually reflecting on best practices that will support the school's overall mission, to prepare students to become productive citizens and lifelong learners.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Palmetto Achievement Challenge Test
 Edition/Publication Year 2003-2007 Publisher South Carolina Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	96	95	95	94	87
% "Exceeding" State Standards					
Proficient and Above	75	67	76	78	49
Number of students tested	173	147	146	156	134
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	7	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	91	88	86	87	82
% "Exceeding" State Standards					
Proficient and Above	59	50	61	59	32
Number of students tested	70	50	59	63	56
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	93	85	86	88	78
% "Exceeding" State Standards					
Proficient and Above	55	54	59	63	27
Number of students tested	69	41	51	56	49
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	93	92	91	93	90
% "Exceeding" State Standards					
Proficient and Above	53	59	47	44	44
Number of students tested	173	147	148	157	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	86	82	81	86	81
% "Exceeding" State Standards					
Proficient and Above	27	32	22	19	21
Number of students tested	70	50	59	63	57
2. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	86	83	80	86	78
% "Exceeding" State Standards					
Proficient and Above	26	32	22	23	22
Number of students tested	69	41	51	56	50
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	98	92	91	90	80
% "Exceeding" State Standards					
Proficient and Above	63	63	49	47	36
Number of students tested	142	145	163	151	143
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	93	79	83	80	63
% "Exceeding" State Standards					
Proficient and Above	36	38	27	28	15
Number of students tested	45	53	64	60	54
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	93	78	80	83	73
% "Exceeding" State Standards					
Proficient and Above	43	43	29	24	19
Number of students tested	44	46	59	58	48
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	92	90	91	91	87
% "Exceeding" State Standards					
Proficient and Above	62	59	54	46	37
Number of students tested	143	145	164	151	145
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	80	77	81	80	76
% "Exceeding" State Standards					
Proficient and Above	29	28	31	21	9
Number of students tested	45	53	64	61	55
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	84	76	83	85	80
% "Exceeding" State Standards					
Proficient and Above	36	33	32	26	14
Number of students tested	44	46	60	58	49
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					