

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

Official School Name Jennie Moore Elementary School
(As it should appear in the official records)

School Mailing Address 1256 Hamlin Road
(If address is P.O. Box, also include street address)

Mt. Pleasant SC 29466-6902
City State Zip Code+4 (9 digits total)

County Charleston State School Number* 1001061

Telephone (843) 849-2815 Fax (843) 849-2891

Website/URL http://jenniemoore.ccsdschools.com E-mail karen_felder@charleston.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Maria Goodloe-Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Charleston County Tel. (843)937-6319

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Nancy Cook

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

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 2006-2007 school year.
3. If the school includes grades 7 or higher, it has 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 2001 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 the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

- Number of schools in the district:

<u>44</u>	Elementary schools
<u>14</u>	Middle schools
<u>—</u>	Junior high schools
<u>11</u>	High schools
<u>11</u>	Other
<u>80</u>	TOTAL
- District Per Pupil Expenditure: \$8,446
 Average State Per Pupil Expenditure: \$7,759

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- 2 1/2 Number of years the principal has been in her/his position at this school.
9 If fewer than three years, how long was the previous principal at this school?
- 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
PreK	23	16	39	7			
K	43	49	92	8			
1	64	48	112	9			
2	47	49	96	10			
3	54	44	98	11			
4	41	38	79	12			
5	60	47	107	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							623

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 64 | % White |
| 33 | % Black or African American |
| 2 | % Hispanic or Latino |
| 0.6 | % Asian/Pacific Islander |
| 0.4 | % American Indian/Alaskan Native |
| 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: 12%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred from the school after October 1 until the end of the year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	76
(4)	Total number of students in the school as of October 1	623
(5)	Total transferred students in row (3) divided by total students in row (4)	0.1
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school 1%
9 Total Number Limited English Proficient

Number of languages represented: 5
 Specify languages: Russian, Swedish, Maltese, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 29% *

Total number students who qualify: 186

*Our school's poverty index as determined by the state of SC is 44%, with 29% of our students receiving free or reduced lunch. The SC poverty index is computed as the percent of students on subsidized lunch or Medicaid.

10. Students receiving special education services: $\frac{16\%}{100}$ 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>70</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u>30</u>	<u> </u>
Special resource teachers/specialists	<u>14</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>4</u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>59</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	96.0%	96%	96%
Daily teacher attendance	94%	95%	94%	94%	96%
Teacher turnover rate	10%	10%	15%	18%	19%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Jennie Moore Elementary is a flourishing school where academic excellence is our driving force. Founded in 1953, we are located in a unique social and economic area of Mount Pleasant. Our school's poverty rate is 44%, with 29% of our students receiving free or reduced lunch. We also enroll students outside of our attendance lines due to our Arts Magnet status. Our 4K-5th grade population of 624 students is composed of 62% Caucasian, 33% African American, 2% Hispanic, 1% American Indian, 1% Asian, and 1% other. The diversity of our learners is a positive attribute, which strengthens our school's learning community.

The mission statement of Jennie Moore, in partnership with families and community, is to actively engage students to become creative, life-long learners by offering a comprehensive Fine Arts program as an integral part of our strong academic curriculum. We carry out our mission every day with the exceptional efforts of our excellent staff and faculty. Seven of our teachers are National Board Certified, 80% hold Masters Degrees, and 100% are considered Highly Qualified as mandated by the No Child Left Behind legislation. Jennie Moore is fortunate to have a full time Teacher Coach and the expertise of a Reading Recovery Teacher Leader.

Additionally, we embrace an exceptional PTA, which oversees more than 300 parent and community volunteers. They support education by addressing individual student needs, maintaining a literacy resource room, and providing educational resources for both parents and teachers. They organize over ten social events to strengthen home-school relations. Our PTA sponsors other events to support our Arts Infused curriculum, such as funding for artists in residence through the MOSAIC Project, as well as Reflections, a national arts recognition program. The PTA provides supplemental funding for educational resources including computers and copy machines, as well as generous monetary allotments for classroom spending.

For the past two years, Jennie Moore Elementary has received an absolute rating of excellent, as well as an improvement rating of excellent. We are proud of our overall rating and we strive to maintain exemplary ratings in both areas. Through a data-driven, rigorous curriculum, in conjunction with integration of fine arts, we focus on improving reading, writing, mathematics, science, and social studies as mandated by the South Carolina State Standards. We are able to differentiate instruction through a variety of programs. Our academically accelerated program, SAIL, challenges 32% of our 3rd – 5th student population, who have been identified by our state as gifted. Using PACT and/or MAP data, groups of three or fewer academically at-risk students work with a certified teacher to remediate and foster academic growth. Our balanced literacy program is supported by Reading Recovery, which serves approximately twenty at-risk first graders. Our successful third through fifth grade inclusion program ensures that students receive instruction with their peers in the least restrictive environment in order to meet their academic and social needs. For forty minutes a day, four times a week, students are homogeneously grouped by MAP data for TEAM (Together Everybody Achieves More) time. This allows each student the opportunity to further accelerate his/her academic skills based on strengths and weaknesses. To further reach the needs of students, Jennie Moore offers parents the option of an innovative Multiage program for K-2 children. Multiage classes encourage students to work cooperatively with classmates of mixed ages and abilities.

Further significant interventions for our struggling students are offered after school through Homework Center, S.O.S. (Support Our Students), and Tutoring. These supplemental services are provided at no cost to the student and are supervised by certified teachers.

Jennie Moore's unwavering commitment to excellence fosters academic, social, and emotional success for all students, regardless of socio-economic boundaries. We strive to develop literate, creative, productive life-long learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Due to the No Child Left Behind legislation and the South Carolina Accountability Act of 1998, our students in grades 3-8 must take the Palmetto Achievement Challenge Test (PACT) annually. This rigorous assessment evaluates student progress in the areas of English/Language Arts (ELA), mathematics, science, and social studies. The PACT student performance level indicators are:

Advanced: The student has exceeded grade level expectations and is very well prepared for the next grade level.

Proficient: The student has met grade level expectations for student performance and is well prepared for the next grade level. As required by the No Child Left Behind legislation, a minimum score of proficient is the long-term goal for student performance.

Basic: The student has met minimum expectations for student performance and can be promoted to the next grade level.

Below Basic: The student has not met minimum grade level expectations for student performance and is not yet prepared for the next grade level. For those scoring Below Basic, a Student Academic Assistance Plan is developed to define the academic steps needed to ensure students' success at the next grade level.

The percentage of students scoring Below Basic on PACT in all grade levels in ELA and Math decreased over the past three years. Conversely, the number of students scoring Proficient or Advanced increased at each grade level. Our school has also met all required objectives for Adequate Yearly Progress as designated in the No Child Left Behind legislation, thus receiving an Excellent Absolute Rating for the past three years. Likewise, Jennie Moore received an Excellent Improvement Rating for the past two years.

Although some disparity in scores is apparent between racial and socio-economic subgroups, significant progress has been made in closing the performance gap. In the last five years, free and reduced lunch students showed substantial increases in Math and ELA scores. Third grade free/reduced lunch students had an impressive increase from 15% at or above Proficient to 41% at or above Proficient in Math from 2002 through 2006. This subgroup also increased ELA scores from 30% to 59% at or above Proficient.

Over the past five years, our fourth graders showed continued academic growth in the free and reduced lunch subgroup. From 2002 to 2006, the scores at or above proficient grew from 29% to 35% in Math and 21% to 31% in ELA.

Fifth graders of the same subgroup demonstrated phenomenal growth in the areas of Math and ELA. The number of students scoring at or above the level of Proficient soared from 22% to 54% in Math and increased from 11% to 36% in ELA. In addition, we applaud the fifth grade free/reduced students that increased to an Advanced rating by 27% in Math over the past five years.

Jennie Moore Elementary was named a Palmetto Gold Award Winning School by the State Department of Education for the second consecutive year. Jennie Moore also received the honor of being chosen by the South Carolina State Department of Education as the Elementary Showcase School. In April 2006, SCETV highlighted many characteristics which contributed to our school's recognition of excellence. They later featured Jennie Moore in a documentary that aired in September, 2006.

More information on the state's assessment process may be found on the website <http://www.ed.sc.gov/agency/offices/assessment/pact/>.

2. Using Assessment Results: At Jennie Moore Elementary, assessment is on-going, diagnostic, and used to drive curriculum and instruction. We combine a variety of formal assessments such as PACT, MAP, Dominie, Olsat, and the Cogat to get a comprehensive view of each student's strengths and weaknesses. The results are placed on a "Student at a Glance" sheet, which assists instructors in compiling each child's data. Each grade level spends a minimum of 40 minutes a week with our Teacher Coach analyzing assessments and discussing teaching strategies to effectively meet the needs of individual students.

We have found a strong correlation between PACT and MAP scores. Therefore, MAP data is utilized to form small groups for our TEAM time instruction. The goal of our TEAM instruction is to provide students the opportunity to work with other children who possess similar strengths and weaknesses in a more intimate venue than the normal classroom setting. An analysis of school and grade level data indicates the specific instructional focus for TEAM. All certified teachers in the school instruct during TEAM time, ensuring smaller groupings of children. As a result, all teachers have a vested interest in the success of every student.

Assessment is also used to determine student eligibility for remediation, after-school tutoring, and Homework Center. At Jennie Moore, students who score Below Basic on PACT are given focused, skill-based instruction by a certified teacher in a group of no more than three students, three days a week. The remediation teacher collaborates with classroom teachers to develop meaningful academic lessons. Our weekly after-school tutoring program is an intense hour of standards-based, data-driven instruction by a certified teacher. We also offer a Homework Center for fourth and fifth grade students who would benefit from a structured environment in which to complete class and/or homework assignments.

3. Communicating Assessment Results: Jennie Moore's success is fostered by partnerships between the school and the community. Before the beginning of the school year, parents are invited to *Meet and Greet*, an informal opportunity for parents to meet their child's teacher, as well as receive important information concerning the academic curriculum and student expectations.

Communication of classroom academic performance, assessments, and behavior is facilitated through student agenda/homework books, which are signed or initialed daily. Graded papers, school announcements, PTA notices, and weekly progress reports are sent home in *Wednesday Folders*. Parents must sign the progress report to indicate that they have reviewed all items in their child's *Wednesday Folder*. Other routes used for communication include monthly newsletters, monthly PTA meetings, individual letters or phone calls, classroom newsletters, quarterly awards assemblies, our website, and email. Parents attend two required conferences each school year, along with other conferences scheduled as needed. In addition, we distribute four midterm reports and quarterly report cards; after MAP assessments, the results are given to parents/guardians in both text and graph format.

Our hallways and bulletin boards display further evidence of Jennie Moore's success. A prominently-placed, large bulletin board is dedicated to newspaper articles about our students and staff members. We celebrate student achievement through a variety of incentives. Students who demonstrate outstanding character traits are recognized twice a month as *Students of the Month*. Photographs of our *Students of the Month* are proudly displayed in the front of our building. Outstanding student citizens receive a quarterly *Terrific Kid* award, sponsored by our local Kiwanis Club. Furthermore, community businesses support and recognize student success by providing incentive coupons for free items.

The Jennie Moore School Report Card, prepared by the State Department of Education, is distributed annually to parents. The School Report Card contains information on PACT data, a school profile, and end of year survey results. In addition, this document provides the school's absolute and improvement ratings and Adequate Yearly Progress status under the No Child Left Behind legislation. At the school level, we use this information to develop annual goals for the continued growth of our students, as well as to plan Professional Development for the teachers.

4. Sharing Success: Because of the inherent pride at Jennie Moore Elementary, our administrators, faculty, and staff continuously strive to share our successes. Every month at district-level Principal and Assistant Principal meetings, our administrators share the strategies and programs that have been effective for our students. Our principal has been invited to discuss our successful TEAM period with other schools in the district. Twice a year, our principal attends APEX reviews with the district superintendent. Using the current school data, she answers specific questions about how we are meeting the individual needs of all our students. Additionally, many principals, coaches, and teachers from around our district, the state, and the country observe our instructional programs. Visitors are always welcome at Jennie Moore!

Practicum students and student teachers from area colleges are an integral part of teaching and learning at Jennie Moore. Many members of our staff make presentations at conferences and seminars. Recently Jennie Moore has been designated as a South Carolina Showcase School and was featured in an SCETV production. Information about our successful programs is shared with our parents and the community during Informational Nights and the monthly PTA newsletter, *The Monarch Messenger*. Many parents and community members observe first hand the secure and positive learning atmosphere at Jennie Moore because they are active volunteers within the school. *The Moore Good News*, a quarterly publication, showcases our students' work; a JME in the News bulletin board at the school's main entrance spotlights students and activities at the school. Our successful Homework Center was recently featured in an SCE&G commercial, which was broadcast to the community. Newspapers in the area often contain articles about our students, events, and programs at Jennie Moore. We are always enthusiastic about sharing our successes at Jennie Moore with other educators, parents, and the community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: At Jennie Moore Elementary, students, teachers, and administration work together to cultivate a community of learners. Our academic curriculum is guided and designed by the academically challenging and developmentally appropriate SC Standards, as well as the Charleston County School District Coherent Curriculum with Content Specifications. These guidelines align with the national standards to ensure that our students receive the same academic content as other students within our country.

Our classroom teachers use a variety of methods to assure that authentic learning occurs. Individual learning styles are addressed as we differentiate instruction throughout all subject areas. Understanding the importance of our students' diverse backgrounds, we utilize varied methods of instruction to foster teamwork and risk-free participation. Reading partners, cooperative groups, "hands on activities", interactive studies with video streaming and group projects, and presentations are all integral parts of our daily instruction.

All content areas are directed by specific standards; however, it is essential that language arts be integrated throughout all content areas. Balanced literacy and balanced writing are implemented in each classroom and are based on the research and theoretical principals of Vygotsky, Holdaway, Allington, Marzano, and Cambourne. "Best practices" are used to promote phonemic awareness, phonics, fluency, vocabulary, and text comprehension. All are taught explicitly and systematically and are recognized by the National Reading Panel as the five major components of reading. The following instructional methods are found in all classes: phonics and word study, read-alouds, shared reading, guided reading, independent reading, running records, MAP (2nd – 5th), and STAR assessment. Reading aloud is instrumental in promoting the reciprocity of our reading and writing instruction. It not only illustrates the relationship of print to speech, vocabulary, and comprehension, but it also allows students the opportunity to become familiar with all genres, author styles, and new vocabulary. Thus our readers become independent and literate writers. We recognize that balanced writing is similar to balanced literacy, in that there are components that tackle the writing process and align with the PACT writing rubric. The components we utilize are: model and shared writing, interactive writing, the writing process, independent writing, and Six Traits of Good Writing. The Six Traits are both instructional and assessment driven and include ideas, organization, sentence fluency, word choice, voice, and conventions.

The math curriculum addresses the process skills and content strands: number operations, geometry, algebra, measurement, and data analysis/probability. Each day, at least one hour is devoted to math. Authentic math activities, games, math textbooks, problem solving activities, and math computer programs serve to challenge or remediate our students. Video streaming is another resource that is frequently used for classroom instruction in math.

The South Carolina Science Curriculum Standards guide the science instruction. The utilization of Foss Kits, integration of reading through the science curriculum, researched material on video streaming, and science experiments all challenge and engage our students at Jennie Moore Elementary. Observing, classifying, communicating, predicting, and inferring are all processes that promote a better understanding of the scientific process. Field Studies also encourage observation and interaction with the environment, which gives children the opportunity to observe the vital role science, plays in nature and our lives.

The SC Curriculum Standards for Social Studies focuses on citizenship, government, history, economics, and geography. Our richly diverse student population provides an opportunity for sharing a wealth of cultural experiences. Character Education is used to enrich our students' citizenship. Social studies integrates well with reading authentic literature and writing.

At Jennie Moore, our goal is to offer a curriculum that is academically rich and student-centered. By utilizing educational objectives, content, instructional strategies, and evaluative techniques for all subjects, we provide a curriculum that promotes high expectations and success. Education is the foundation of a successful society and challenging curriculum is the foundation of education.

2. Reading: A comprehensive, balanced literacy program forms the core of instruction at Jennie Moore Elementary School. Throughout the day, the oral read-alouds, guided reading, independent reading, and shared reading are infused into all aspects of instruction in an integrated manner. Authentic literature, Harcourt Trophies Reading Series, leveled texts, Accelerated Reader, tradebooks, references, and teacher-created materials and resources are used to foster our students' love of reading, as well as to teach the fundamental skills of reading. Students are able to work in large groups, in small groups, individually, and with partners in order to learn and to practice the complex strategies and processes of reading. An emphasis is placed on comprehension and the construction of meaning from printed material. Research-based "best practices" in reading instruction are consistently used. For example, there is direct instruction in the areas of word analysis, higher-order thinking skills using the revised Bloom's Taxonomy, connections (text-self, text-text, text-world), reading strategies, comprehension, fluency, and reading in the content areas. Small group instruction and purposeful flexible groups are formed so students have opportunities to practice and apply reading skills. Reading Workshops, Reciprocal Teaching, Reading Recovery, Readers' Theater, and Literature Circles provide additional opportunities for our students to grow as readers.

Because reading and writing are reciprocal processes, our students are provided with many opportunities throughout each day to write. Shared writing, writing mini-lessons, Writers' Workshop, journal writing, and the Six Traits Writing Program are all used to teach the processes and craft of writing.

A comprehensive reading assessment is administered to every student at our school a minimum of three times each year. In addition to the MAP reading data, the following assessments are routinely used: running records, fluency rubrics, comprehension checks, high-frequency word recognition and writing, Dominic sentence writing, writing vocabulary, letter identification, and letter-sound association. Data from these assessments are used to monitor the reading progress of every student as well as to direct our instruction.

3. Additional Curriculum Area – Art: The mission statement of Jennie Moore Elementary, in partnership with families and community, is to actively engage students to become creative, life-long learners by offering a comprehensive Fine Arts program as an integral part of our strong academic curriculum. Our school is an Arts Magnet School, offering outstanding opportunities for students to excel in content areas through the arts. For example, if a class is studying folktales, the drama teacher will work with the classroom teacher and students to develop a puppet show of an African Folktale.

In addition to attending one class period of Special Area each day (visual art, Spanish, drama, physical education, music, and computer), students in grades 2-5 receive an extra period of music or visual art per week. During this *Arts Infusion* time, half of the class works intensely on an art or music project with the respective teacher, while the other half of the class receives small group instruction with their homeroom teacher. Furthermore, fourth and fifth graders have the opportunity to attend advanced classes in visual art, chorus, drama, strings, or chimes.

Artists-in-Residence collaborate with Jennie Moore's teachers to invigorate the arts curriculum and to provide hands-on experiences within the arts' framework. For instance, last year's third graders engineered marionette puppets, integrating the arts into their science standards covering levers and pulleys. Additionally, our multiage students and fifth graders delved deeper into language arts standards by starring in an after-school musical, "The Grinch", co-directed by an Artist-in-Residence, and our drama and music teachers.

To celebrate, we culminated last year's arts instruction with our school-wide production, *Jennie Moore's Fine Arts Extravaganza of 2006*. We welcomed our children's parents to view every student's artistic successes representing historical masters of art. During this drop-in event, parents enjoyed listening to a variety of musical performances, watching a student-written play, and appreciating visual artwork.

4. Instructional Methods: The methods, materials, and strategies employed at Jennie Moore and the supportive learning environment provide opportunities for all of our students to maximize their learning potential. Our youngest students in the CD classes and primary grades actively participate in developmentally-appropriate learning experiences. Oral read alouds, learning centers, movement, music, kinesthetic activities, art, and manipulatives are all integral parts of the school day at this level.

At every grade level, we recognize the importance of developing background knowledge and schema for students. Multiple oral read alouds and class discussions support the acquisition of important vocabulary. Our students are encouraged to make connections and to understand the relevance of their learning. The teachers at Jennie Moore continuously model strategies in all content areas and use think aloud techniques so that students can observe effective learning procedures. The revised Bloom's taxonomy provides the framework for the infusion of higher order thinking skills throughout the day; an emphasis on the application of learning to real life is emphasized.

Our comprehensive assessment program allows teachers to closely observe our students' strengths and weaknesses and to provide specific materials, methodologies, pacing, and strategies to meet their individual needs. Our gifted/talented students receive instruction in our SAIL program and our successful inclusion program insures all students' needs are met. Throughout the day, the students at Jennie Moore may receive instruction in a whole group, a small group, cooperative learning groups, or flexible groups. Several classes are piloting the Reciprocal Teaching program this year.

Authentic learning experiences outside the classroom also support our students. During the year our students participate in field trips, presentations by visiting artists and performers, Read Across America projects, career day, and integrated arts performances. At Jennie Moore Elementary, learning truly comes alive for all students.

5. Professional Development: The administration, faculty, and staff of Jennie Moore Elementary School are committed to the continuous improvement of student learning and achievement through the implementation of "best practices" in education. Ongoing professional development provides the opportunity for all staff members to examine the most effective instructional methodologies so that they can examine and/or revise classroom practices and engage students in challenging, authentic learning experiences. Throughout the school year many teachers attend conferences and seminars at the local, state, and national level. Our teachers conduct professional development sessions and workshops for other teachers in the county. All staff members at Jennie Moore Elementary have met the Highly Qualified requirements of the No Child Left Behind legislation.

Charleston County School District provides a myriad of professional development opportunities for teachers and staff; our faculty members are encouraged to attend sessions that interest them. Additionally, all teachers participate in formal school-based professional development sessions at least once every month. To date, topics of these sessions have been: speech and language strategies in the classroom, the CORE Team referral process, responses to intervention, sensitivity to disabilities, rigor, analysis of MAP data, science notebooks, and differentiation. Recently the focus of our training has been the administration and analysis of Dominie Assessments. Technology training at Jennie Moore has included e-chalk, online report cards, and the use of digital cameras.

All grade-level Teacher Curriculum Teams meet once every week with our Instructional Teacher Coach. The central core of these meeting is analysis of all data, examination of student work, review of student academic achievement, sharing of ideas among colleagues, and discussion of instructional practices in order to better meet the needs of our students.

PART VII - ASSESSMENT RESULTS

**Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 3 – MATHEMATICS**

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	96	96	94	84	87
% At or Above Proficient	62	56	60	44	49
% Advanced	25	26	36	15	22
Number of students tested	73	99	88	75	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	90	92	93	74	73
% At or Above Proficient	35	27	37	16	17
% Advanced	10	8	7	0	3
Number of students tested	20	26	27	31	30
2. White					
% At or Above Basic	98	99	98	91	92
% At or Above Proficient	70	65	72	63	60
% Advanced	30	33	50	23	27
Number of students tested	44	69	54	43	73
3. Free/Reduced Lunch					
% At or Above Basic	91	88	96	68	70
% At or Above Proficient	41	35	41	12	15
% Advanced	18	8	19	4	3
Number of students tested	22	26	27	25	33

Assessment Data
Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 3 – ENGLISH LANGUAGE ARTS

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	96	98	93	87	85
% At or Above Proficient	79	77	78	59	62
% Advanced	26	21	25	8	8
Number of students tested	73	98	88	75	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	90	92	85	74	67
% At or Above Proficient	55	54	59	42	23
% Advanced	0	8	4	7	0
Number of students tested	20	26	27	31	30
2. White					
% At or Above Basic	98	100	100	95	92
% At or Above Proficient	86	85	89	70	75
% Advanced	30	27	33	7	10
Number of students tested	44	68	54	43	73
3. Free/Reduced Lunch					
% At or Above Basic	91	92	89	76	64
% At or Above Proficient	59	48	67	40	30
% Advanced	0	4	0	4	3
Number of students tested	22	25	27	25	33

Assessment Data
Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 4 – MATHEMATICS

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	96	91	94	87	81
% At or Above Proficient	72	68	58	50	55
% Advanced	40	37	39	27	31
Number of students tested	104	84	83	112	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	87	81	93	68	62
% At or Above Proficient	42	33	45	15	24
% Advanced	8	15	31	3	5
Number of students tested	24	27	29	34	42
2. White					
% At or Above Basic	100	96	94	95	93
% At or Above Proficient	83	84	66	64	75
% Advanced	51	45	43	38	49
Number of students tested	74	51	53	72	61
3. Free/Reduced Lunch					
% At or Above Basic	85	78	88	67	65
% At or Above Proficient	35	44	34	6	29
% Advanced	8	19	25	0	9
Number of students tested	26	27	32	33	34

Assessment Data
Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 4 – ENGLISH LANGUAGE ARTS

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	98	92	89	82	91
% At or Above Proficient	68	58	51	53	46
% Advanced	19	7	4	4	5
Number of students tested	104	84	82	110	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	96	81	86	62	86
% At or Above Proficient	33	41	38	18	19
% Advanced	0	0	0	0	0
Number of students tested	24	27	29	34	42
2. White					
% At or Above Basic	100	98	92	91	95
% At or Above Proficient	80	65	60	67	65
% Advanced	26	8	6	6	8
Number of students tested	74	51	52	70	60
3. Free/Reduced Lunch					
% At or Above Basic	92	78	75	56	85
% At or Above Proficient	31	41	25	16	21
% Advanced	0	0	0	0	0
Number of students tested	26	27	32	32	34

Assessment Data
Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 5 – MATHEMATICS

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	98	89	90	84	79
% At or Above Proficient	62	53	51	35	42
% Advanced	46	25	26	18	20
Number of students tested	87	88	105	110	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	92	83	72	64	70
% At or Above Proficient	46	37	18	9	16
% Advanced	23	10	0	2	5
Number of students tested	26	30	28	44	37
2. White					
% At or Above Basic	100	93	97	97	85
% At or Above Proficient	67	63	64	51	67
% Advanced	53	34	34	29	36
Number of students tested	57	56	67	65	39
3. Free/Reduced Lunch					
% At or Above Basic	96	72	76	66	70
% At or Above Proficient	54	34	18	11	22
% Advanced	32	6	0	3	5
Number of students tested	28	32	33	38	37

Assessment Data
Jennie Moore Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 5 – ENGLISH LANGUAGE ARTS

	2006	2005	2004	2003	2002
Testing month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES					
% At or Above Basic	95	90	84	79	79
% At or Above Proficient	59	50	43	24	30
% Advanced	10	8	6	2	1
Number of students tested	87	88	103	109	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African-American					
% At or Above Basic	92	80	68	63	68
% At or Above Proficient	35	33	7	7	3
% Advanced	0	0	0	0	0
Number of students tested	26	30	28	43	37
2. White					
% At or Above Basic	97	96	89	89	87
% At or Above Proficient	67	61	55	35	54
% Advanced	16	13	8	3	0
Number of students tested	57	56	65	65	39
3. Free/Reduced Lunch					
% At or Above Basic	96	78	69	65	65
% At or Above Proficient	36	25	9	8	11
% Advanced	0	0	0	0	3
Number of students tested	28	32	32	37	37