

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Dr. Teresa H. Wright

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

Official School Name W. M. Anderson Primary School

(As it should appear in the official records)

School Mailing Address 500 Lexington Avenue

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

Kingstree

City

SC

State

29556-3699

Zip Code+4 (9 digits total)

County Williamsburg

School Code Number* 4501013

Telephone (843) 355-5493

Fax (843) 355-7111

Website/URL www.wcsd.k12.sc.us

E-mail twright@wcsd.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* Mr. Ralph C. Fennell, Jr.

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

District Name Williamsburg County School District

Tel. (843) 355-5571

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 Mr. James Darby

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

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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)

1. Number of schools in the district: 8 Elementary schools
 0 Middle schools
 1 Junior high schools
 3 High schools
 2 Other (Optional and Adult Ed Programs)
- 14 TOTAL
2. District Per Pupil Expenditure: \$7,875.00
- Average State Per Pupil Expenditure: \$7,759.00

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 area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school
17 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
PreK	54	35	89	7			
K	91	79	170	8			
1	117	92	209	9			
2	85	96	181	10			
3	75	66	141	11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							790

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>2</u> % | White |
| <u>96</u> % | Black or African American |
| <u>1</u> % | Hispanic or Latino |
| <u>1</u> % | Asian/Pacific Islander |
| <u>0</u> % | 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: 7%

(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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1 (2003-2004)	790
(5)	Subtotal in row (3) divided by total in row (4)	.072
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 0
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages: N/A
9. Students eligible for free/reduced-priced meals: 97%
 Total number students who qualify: 766

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.

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

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>61</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>6</u> Emotional Disturbances	

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>3</u>	<u> </u>
Classroom teachers	<u>41</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>33</u>	<u> </u>
Support staff	<u>20</u>	<u> </u>
Total number	<u>101</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 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.)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	97%	97%	97%	95%
Daily teacher attendance	90%	95%	96%	97%	97%
Teacher turnover rate	12%	14%	15%	15%	19%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Stroll the corridors of W. M. Anderson Primary School and discover the joy of learning that radiates from an enthusiastic community of learners and educators. The school is like a family with a warm, nurturing, child-centered environment providing all students the opportunity to learn, develop, and grow academically, personally, culturally, and socially.

Located in a small rural town of Kingstree in South Carolina, W. M. Anderson Primary is a Title I school with an enrollment of 790 students from Pre-kindergarten to third grade. Our school is a typical high minority and high poverty school with 96% African-Americans, 2% Whites, 1% Hispanics, and 1% Asian and 97% of our students participating in free/reduced-priced lunch program. We are the largest of the county's eight elementary schools and the only primary school in the town of Kingstree. Our ever-growing enrollment has led to major renovations and the construction of a new 15,000 sq. ft. addition in 1998. This impressive new addition houses three child development classes, six kindergarten classes, an open-space physical education facility, a sound-proof music room, a hands-on math and science lab, an art center, and a state-of-the-art media center and technology lab.

The mission of our school is to work together to produce life-long learners that are respectful, responsible, and productive. Our goal is to create a learning environment that is designed to prepare all students to become problem solvers, articulate communicators, and socially adept citizens in a global society. Our school received the honor of School of Promise in 1999 and received the Palmetto Gold Award for attaining high student achievement and high rates of improvement for the past five years.

Our school's achievement has a lot to do with a dedicated, caring team of educators. Our instructional leader, the principal, is a dynamic, energetic, instructional pioneer who empowers her faculty to assume leadership roles and to put our stakeholders' needs first. We want to ensure that we educate the whole child. Educational and emotional needs of the students are met through small class sizes, a comprehensive reading program, innovative approaches to mathematics education, cross curricular connections, and scheduling that allows for the continued professional development of the staff.

Effective professional development and teacher collaboration plays an important role in our school's success. We have monthly half-day planning for faculty and staff to engage in collaborative activities ranging from discussing best practice instruction across the content areas, analyzing test scores from Measures of Academic Progress (MAP) and from Palmetto Achievement Challenge Test (PACT) to make instructional improvement decisions, and developing program and activities to increase parental and community involvement. Curriculum calibration, a reflective look at standards and assessment, allows teachers to make certain that instruction is aligned to the standards. These are ongoing efforts to ensure that teaching and learning occurs at a level commensurate with South Carolina's rigorous educational standards.

Parent and community partnerships are among the most powerful and beneficial connections to the students' educational success. Teachers communicate with parents through home visits, newsletters, progress reports, telephone calls, and "Good News Post Cards." PTA/parent workshops, dynamic school performances, festivals, and special events that bring moms, dads, grandparents, and community partners to our school campus strengthen Home/school connections. Additionally, high school students, who are members of the Junior Achievement Organization and Junior ROTC, provide mentoring services, teach object lessons, and implement various service learning projects at the school.

The success of the school is crucial in shaping up the future of our community. With a productive partnership among the home, school, and community, we are ensuring the brightest and best future for our students and reinforcing our school's motto that "it's not about us-- it's about the children."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The South Carolina Accountability Act of 1998 (EAA) mandates the administration of the Palmetto Achievement Challenge Test (PACT) for all students in grades three through eight. This rigorous assessment in English language arts, mathematics, science, and social studies documents how well the students can demonstrate mastery of the South Carolina Curriculum Standards. These state standards are aligned to national standards and form the basis for all teaching and learning. Students receive a performance level indicator for each subject tested on PACT. The four performance levels are:

Advanced: The student has exceeded grade level expectations and is ready for accelerated work at the next grade level.

Proficient: The student has met expectations for the grade level and is well prepared for success at the next grade level. A score of Proficient is the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind (NCLB).

Basic: The student has passed the assessment and is minimally prepared for work at the next grade level.

Below Basic: The student has not met the minimum grade level expectations for student performance based on the curriculum standards set by the State Board of Education. The student is not prepared for work at the next grade level and a student academic assistance plan is developed to define the academic steps needed to ensure student success at the next grade level.

Students with disabilities also participate in the PACT assessment. The student's Individual Education Program (IEP) committee determines if the child will need accommodations or modifications to be successful on the assessment. Small group settings, oral administration, and the use of technology for extended responses are some options that are considered.

The PACT is administered in May over a two-week period. The time frame allows for a different subject area test each day and days to administer make-up tests to students who were absent when the test was initially administered ensuring 100% of students in grade three are tested. Score reports are received over the summer and the data is analyzed by the teachers and administrators, which are then used to plan instruction, provide intervention, and schedule professional development.

W. M. Anderson Primary School has approximately 97% of its students on free/reduced lunch and a population of more than 96% minority. W. M. Anderson Primary has overcome odds and made dramatic improvement for student achievement over the past five years. PACT scores for 2002 revealed that 80% of the students scored at or above basic in ELA and 82% scored at or above basic in Math. By 2003, PACT scores indicated that students scoring at or above basic in ELA were 95% and in Math 90%. The PACT scores for 2004 revealed 97% scoring at or above basic in ELA, and 97% scoring at or above basic in Math. PACT scores for 2005 indicated 99% scoring at or above basic in ELA and 99% in Math. The 2006 PACT scores revealed 86% scoring at or above basic in ELA, 79% in Math, with increases for all subgroups.

W. M. Anderson Primary has received the Palmetto Gold & Silver Award (2002) from the State Board of Education for exceptional student academic performance. The school was recognized by the South Carolina Education Oversight Committee for making "significant gains and closing the gap" (scoring at the 90th percentile or higher) for African-American students and students receiving free/reduced lunch in English Language Arts and Mathematics (2003). In addition, W. M. Anderson has met the NCLB-Annual Yearly Progress (AYP) requirement for the past five years.

Further information on the state assessment program can be found at the state Department of Education website: <http://www.ed.sc.gov/agency/offices/assessment/pact/index.html>.

2. Using Assessment Results:

At W. M. Anderson Primary, there is an ongoing process for teachers and administrators to assess teacher performance and student achievement in order to increase student achievement. Teachers are committed to providing the most effective techniques and maintaining high expectations for the betterment of the students. Teachers spend countless hours analyzing data to enhance school improvement. Regular monthly staff development sessions are provided for continuous analysis of assessment data and instructional planning. The analysis of data assists teachers in determining the strengths and weaknesses of students and instructional performances from the previous year as well as the present year. This allows teachers to diagnose students' needs and determines what instructional methods must be used to warrant success.

PACT results for grade three are used as the primary source to document school improvement. In addition to the PACT assessment results, teachers rely on other assessments such as benchmark tests in writing, reading and math, teacher-made assessments, and other assessments designed for students at a specific level. Pre-kindergarten and Kindergarten teachers administer the DIAL-R assessment to test cognitive and developmental skills. Kindergarten and first grade teachers use the South Carolina Readiness Assessment Portfolio Initiative (SCRAPI) to assess academic growth. In kindergarten and first grade, teachers analyze results using the Primary Measures of Academic Progress (Primary MAP). In second and third grades, the Measures of Academic Progress (M A P) is administered in reading and math.

Based on the analysis of the aforementioned data, students are instructed using differentiated instruction to help meet grade level expectations. In addition, students are provided tutoring in areas of academic deficiencies. This collaborative effort from the staff continues to create an environment for student success and school improvement. At W. M. Anderson Primary, the analysis of data allows us to customize to enhance student achievement for overall school improvement.

3. Communicating Assessment Results:

The lines of communication must be open between the home, school, and the community. We agree with the Malcolm X motto, "By any means necessary." We believe that corroboration with the home and community is essential to academic excellence. We provide many opportunities for all stakeholders to be made aware of the successes and challenges at W. M. Anderson Primary. We begin this process at the beginning of each year with our Back to School Family Reunion Cook-out/Open House sponsored by our business partners. Each parent receives a copy of the grade level curriculum and information outlining programs, parent/student handbook, and grade level parent friendly standards. In addition, the school district publishes an Annual School Report Card. The report card information is sent to each parent, business partner, and local newspaper. This information is also available on the district and state's websites. The report card provides the school's absolute rating and improvement rating, statistical information about attendance, teacher qualifications, sub-group performance, and parent and teacher survey results. The report card also identifies whether a school has met Adequate Yearly Progress (AYP) as defined by NCLB (No Child Left Behind) legislation.

A weekly newsletter, "From the Principal" is sent home on Thursday, along with Thursday Folders from each teacher. The "Anderson Express" is sent to all parents quarterly. It lists honor roll students, current events, and any awards given to students, teachers or parents.

The Parent Teacher Association (PTA) meets quarterly so that parents are informed about the school's performance goals, state assessment, and the requirements of NCLB. Curriculum workshops are held to

provide information regarding upcoming curriculum plans as well as parent tips to promote success. Individual teachers provide weekly progress reports and folders to communicate academic growth, homework, and deficiencies for students. In addition, parents receive school interim reports and report cards quarterly. Parents are invited to attend conferences after report cards are issued to discuss student performance and assessment results. Students with academic deficiencies based on classroom grades, PACT results, and other assessments are provided with Academic Assistance Plans. These plans document ways that the school, the parents, and the student will work to promote success. When necessary, home visits are also made by teachers to discuss student performance.

In this age of accountability, the school has to nurture its relationship with parents and community members to ensure that all students are successful. At W. M. Anderson Primary, we work diligently to maintain an open relationship with our parents and community so that each child will benefit from a quality education.

4. Sharing Success:

One of the most distinguishing characteristics of W. M. Anderson Primary School is the collaborative opportunity that we seek and encourage. Teachers from other schools in our district have shared important criteria in workshop sessions with us relating to teaching strategies and student goals, expectations, and achievements. We have been visited numerous times by Highland Park Elementary School, which has similar demographics to our school. They have become our “sister” school and we have had in-depth sharing sessions to improve our curriculum, instruction, assessment, and school management procedures.

Our school has been a trailblazer in implementing new programs. We are the only school in our district that has implemented a hands-on science/math lab and a Language Enrichment Acceleration Program (L. E. A. P.). We were instrumental in obtaining consultants from other districts to provide staff development in order to assure the success of these programs. Because of our efforts, teachers from other schools have joined our teachers for staff development. Just recently, a team of teachers and students, presented at the South Carolina Title I Conference. Additionally, our district-wide staff developments promote collaboration through the sharing of best practice methods used in our classrooms. Our teachers are given the opportunity to participate in unit building activities, discussions about implementing state standards, and developing pacing guides. Our principal attends state-sponsored Principal Leadership Academies annually to consult and share with peers.

Collaboration efforts are not just centered on educational avenues, but encompass area businesses and colleges to provide a comprehensive view of practicum and student teaching techniques and how we can prepare our students to meet the business world. W. M. Anderson will continue to establish partnerships that strengthen our efforts in teaching the whole child.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The top priority at Anderson Primary is academic excellence for all of our students. Our school's mission is to develop positive attributes in our children, enabling them to become respectful, responsible, and productive citizens in a partnership with the home, school, and community. This level of success is achieved through our academic course offerings and our commitment to nurture the talents and address the needs of all students. To ensure academic success, students are instructed using the South Carolina State Standards in language arts, math, social studies, science, and special area programs. Standards-based lessons encompass exemplary practices and are designed to enhance our culture, our needs, and our vision for success. High expectations, active engagement, reflection, and sharing, relevant learning, and student accountability are the conditions set forth for students.

Our language arts program is based on the core components of reading as defined by the South Carolina State Standards: reading, writing, communication, and research. The Cunningham Four Block Literacy Model is the current delivery system for standards based instruction and integration of all content areas. Students are immersed in a literature rich that includes information text, leveled text, literature, and the Harcourt Reading series. Our reading curriculum is based on the balanced literacy model, as well and emphasizes writing, shared/teacher-guided reading, small group instruction/guided reading, word study, and independent reading. Students are provided instruction in appropriate grade level word study, which includes phonemic awareness, phonics, and vocabulary building. Strategies for comprehension and fluency are addressed through whole group, small group, and independent reading. Writing is taught following the Six-Plus One Writing Traits process where students are encouraged to write independently and are fully immersed in the writing process. Teachers confer with students to foster individual growth. Students are provided with the opportunity to engage in research during language arts and social science classes. Communication skills are embedded in daily activities in the classroom as well as the school's TV news program, "The Cub's View." In addition, various activities also encourage and develop oral communication skills.

The math curriculum emphasizes conceptual understanding and builds mastery of basic skills from child development through third grade. Students take part in a wide and varied range of math experiences that address the South Carolina State Math Standards. Our spiraling curriculum emphasizes process skills and content strands in number and operations, geometry, algebra, measurement, data analysis, and probability. Our students are challenged with mental math activities, "Math Whiz" problems, hands-on activities, problem-solving, direct instruction, and learning games.

Teachers provide science inquiry through daily classroom instruction and hands-on experiences. Students are exposed to the scientific method and the process skills of observing, classifying, communicating, predicting, and inferring using district science kits in second and third grade. Units of instruction are used to provide social studies instruction based on the South Carolina State Standards. Through the use of literature and field studies, students are given the opportunity to explore the process standards and major concepts such as citizenship, history, economics, and geography.

W. M. Anderson Primary's Special Area program includes physical education, art, music, and a hands-on science/math lab. Students are engaged in learning that promotes the mission of the school to create healthy, productive, and responsible life-long learners. Students are engaged in activities that foster cooperation, creativity, and fundamental skills in movement/sports, music, art, science, and math. The music, physical education, hands-on science/math lab, and art teachers always incorporate activities that support the classroom instruction in all grade levels. The physical education curriculum is based on the

South Carolina Physical Education Standards. Art and Music are based on the South Carolina Visual and Performing Arts Curriculum Standards.

The success of our students is contingent upon the use of rigorous curriculum, the demonstration of high expectations, and the effective instructional programs and the dedicated teachers who are creative and tirelessly seeking ways to sharpen their skills of instruction that yield high student achievement.

2a. Reading:

W. M. Anderson Primary believes that reading is an ongoing, higher-order thinking, and cognitive strategizing process. Our and language arts program is based on the core components of reading as defined by the South Carolina State Standards: reading, writing, communication, and research. The Cunningham Four Block Literacy Model is the current delivery system for standards based instruction and integration of all content areas. Students are immersed in a literature rich that includes information text, leveled text, literature, and the Harcourt Reading series. Our reading curriculum is based on the balanced literacy model, as well and emphasizes writing, shared/teacher-guided reading, small group instruction/guided reading, word study, and independent reading. Students are provided instruction in appropriate grade level word study, which includes phonemic awareness, phonics, and vocabulary building. Strategies for comprehension and fluency are addressed through whole group, small group, and independent reading. Writing is taught following the Six-Plus One Writing Traits process where students are encouraged to write independently and are fully immersed in the writing process. Teachers confer with students to foster individual growth. Teachers model the writing process so that students are able to observe the skills that good writers use. Individualization occurs when teachers conference with students and foster the development of good writing skills. The students are encouraged to personalize and showcase their writing on the “Principal’s Pride Writing Board” where exemplary writings receive a golden award sticker. Students are provided with the opportunity to engage in research during language arts and social science classes. Communication skills are embedded in daily activities in the classroom as well as the school’s TV news program, “The Cub’s View.” In addition, various activities also encourage and develop oral communication skills.

Read aloud are provided daily to enhance comprehension, develop background knowledge, increase vocabulary, and model fluent reading behaviors. Classroom libraries have been organized to include a variety of trade books, novel sets, magazines, and newspapers that expose students to a variety of genres and promote a love for reading.

A variety of resources such as the FastForWord and Language Enrichment Acceleration Program (LEAP) lab are offered to promote and enhance a culture of reading. Family Reading Night offers parent suggestions and resources to help their children with reading strategies and comprehension. W. M. Anderson Primary provides students with the strategies readers use to promote academic achievement and future success as lifelong readers.

3. Math:

W. M. Anderson Primary School students are engaged daily in a wide range of mathematical experiences and ideas focusing on the core mathematical strands such as numbers and operations, algebra, geometry, measurement, data analysis, and probability that are dictated by the South Carolina Mathematics Standards. Innovative educational games, teacher-directed instruction, cooperative group activities, and small group activities provide reinforcement of math skills. Teachers initiate hands-on learning opportunities through manipulatives and other resources.

We integrate the South Carolina Standards throughout all content areas by assigning special projects and challenging our students to respond to problems in writing. Many opportunities are allowed so that students can demonstrate mastery and understanding of all major concepts taught. Individual needs are addressed consistently to assure that all students are performing successfully by student/teacher conferences and weekly assessments. Enrichment is provided to students through the hands-on math and SuccessMaker lab. Students engage in a weekly school-wide timed math activity known as The “Math Whiz”. Both the hands-on math lab and “Math Whiz” assures that our students are engaged in meaningful real world experiences and not just mere, rote memory or drill and practice. For this reason, our school decided to implement these programs. The results have been outstanding. Our students are experiencing success and are eager to learn mathematics, which results in higher scores on the PACT.

4. Instructional Methods:

At W. M. Anderson Primary, we believe that regardless of gender, social or physical abilities, or ethnic or cultural characteristics, all students can learn and must have equal opportunities to participate and learn in the classroom. Because each child learns differently, the teachers at W. M. Anderson Primary believe in using different instructional methods to improve student learning. We believe that if we educate the “whole child” that academic excellence will be sustained in every student. Developmentally appropriate teaching methods incorporate thoughtful planning, acceptance of the uniqueness of each student, honesty, trust, sharing, risk-taking, collaboration, communication, and cooperation. Teachers meet during a common planning time to discuss instructional needs based on data from benchmark assessments, classroom assessments, and state testing. Instruction is then designed to meet the needs of each child. Differentiated instruction is provided through whole group, small group, peer teaching, cooperative groups, field studies, demonstrations, guest speakers, exploratory, and inquiry-based activities are instructional approaches used to provide content.

Within the classroom, students are challenged through quality activities that cater to the analysis, evaluative, and creative levels of the Bloom’s Revised Taxonomy. Students are also given the opportunity to brainstorm ideas, participate in discussions, and generate their own questions. We also realize that all students learn differently. Therefore, teachers plan for the various learning styles and incorporate instructional methods that meet these needs. Graphic organizers and charts are used in all content areas to organize student thought and information. Teachers also use multi-media resources such as educational videos, educational television programs, virtual field trips, CDs, PowerPoint presentations, and tapes.

We utilize several programs that integrate technology and content to provide remediation in language arts and math. Second and third grade students are enrolled in computer assisted instructional programs such as the SuccessMaker lab while kindergarten and first grade students participate in the FastForWord lab. Additional remediation opportunities are provided for students through after school tutoring. We will continue to strive toward providing the best possible education for all our students. Teachers will continue to provide an environment that is student-centered and encourages students to be articulate communicators, problem solvers and socially adept in a global society.

5. Professional Development:

The administrators, teachers, and staff members of Anderson Primary are committed to student achievement. Staff development is designed to investigate pedagogical and effective strategies, strengthen the teacher’s understanding of the state standards, and to guide classroom practice in such a manner that augments and enhances student learning. Teachers know that teamwork is essential for school success. For this reason, teachers share a common planning time, which allows them to meet to review academic

needs and discuss instructional approaches. Our school has focused heavily on using data to make instructional decisions through a process called Data Driven Decision Making. This time is also utilized to analyze student achievement data and plan effective instructional approaches to use with the students. Time is allotted for teachers to engage in professional reading and reflection professional development sessions and yearly retreats. Study groups have read and discussed Fish, Who Moved My Cheese, Working With Students, Do You Know Enough About Me to Teach Me, and The 55 Essentials. Teachers have been involved in workshops regarding the state standards and aligning them to assessments. Grade level curriculum session and Curriculum Focus meetings have been devoted to reviewing and discussing state standards and scientifically-based best practices.

Our staff members have attended many workshops and district sponsored sessions. Teachers attend the state and local reading, math, writing, social studies, and science conferences. Teachers have also returned from the conferences to share valuable information on topics and strategies such as guided reading, integrating social studies and literature, planning standards based units using the Standards in Practice (SIP) model, and using science kits. In addition, teachers are encouraged to share and model classroom strategies and activities used in their classrooms. As our student population grows, our devoted teachers will continue to enhance their understanding of what will help our children learn. Staff development will continue to be a tool for optimizing the effectiveness of the instructional process in the classroom while increasing student learning and achievement.

PART VII – ASSESSMENT RESULTS

Subject: English Language Arts **Grade:** 3 **Test:** Palmetto Achievement Challenge Test

Edition/Publication Year: 2002 – 2006 **Publisher:** South Carolina Department of Education

	2006	2005	2004	2003	2002
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	96	99	97	95	83
% At or Above Proficient	86	80	79	59	44
% Advanced	20	11	17	6	3
Number of Students Tested	124	146	144	151	147
Percent of total students tested	99	100	100	99	100
Number of Students Excluded	1	0	0	1	0
Percent of Students Excluded	1	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	96	99	97	95	83
% At or Above Proficient	85	80	79	59	42
% Advanced	20	10	16	6	2
2. No Free/Reduced Lunch					
% At or Above Basic	100	100	100	89	90
% At or Above Proficient	100	87	86	56	70
% Advanced	27	22	29	0	10
3. African American					
% At or Above Basic	96	99	97	95	83
% At or Above Proficient	86	80	79	58	43
% At Advanced	20	11	17	6	2
4. White					
% At or Above Basic	I/S	I/S	I/S	I/S	I/S
% At or Above Proficient	I/S	I/S	I/S	I/S	I/S
% Advanced	I/S	I/S	I/S	I/S	I/S

I/S – Insufficient Sample

N/A - Not Applicable

N/R – Not Reported

(This information is not disaggregated for groups less than 10.)

Subject: Math

Grade: 3

Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 2002 – 2006

Publisher: South Carolina Department of Education

	2006	2005	2004	2003	2002
Testing Month					
SCHOOL SCORES					
% At or Above Basic	88	99	97	90	84
% At or Above Proficient	71	72	75	49	46
% Advanced	58	24	36	18	12
Number of Students Tested	147	156	144	154	147
Percent of total students tested	99	100	100	100	100
Number of Students Excluded	1	0	0	0	0
Percent of Students Excluded	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	88	99	97	90	83
% At or Above Proficient	70	72	75	49	45
% Advanced	57	24	38	19	10
2. No Free/Reduced Lunch					
% At or Above Basic	100	100	100	89	100
% At or Above Proficient	91	67	86	44	70
% Advanced	64	33	0	11	40
3. African American					
% At or Above Basic	89	99	97	90	84
% At or Above Proficient	72	71	75	48	45
% Advanced	58	25	36	18	11
4. White					
% At or Above Basic	I/S	I/S	I/S	I/S	I/S
% At or Above Proficient	I/S	I/S	I/S	I/S	I/S
% At Advanced	I/S	I/S	I/S	I/S	I/S

I/S – Insufficient Sample

N/A - Not Applicable

N/R – Not Reported

(This information is not disaggregated for groups less than 10.)