

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

Official School Name: Wright Elementary School  
(As it should appear in the official records)

School Mailing Address: 1136 Wright School Road  
(If address is P.O. Box, also include street address.)

Belton SC 29627-8317  
City State Zip Code+4 (9 digits total)  
County: Anderson County State School Code Number\* 04-02-021

Telephone (864) 296-1776 Fax (864) 296-9951

Web site/URL: http://www.anderson2.k12.sc.us/schools/wes/ E-mail: fsmith@anderson2.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. Thomas Chapman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Anderson School District Two Tel. (864) 369-7364

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

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.

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

*\*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 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**

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All data are the most recent year available.

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

1. Number of schools in the district:     4 Elementary schools  
   2 Middle schools  
   \_\_\_\_\_ Junior high schools  
   1 High schools  
   \_\_\_\_\_ Other  
   \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure:     \$7,046.00  
     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. 6 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
PreK				7			
K	13	13	26	8			
1	18	6	24	9			
2	16	13	29	10			
3	16	8	24	11			
4	13	15	28	12			
5	10	15	25	Other			
6	13	8	21				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							177

6. Racial/ethnic composition of the school: 98 % White  
2 % Black or African American  
0 % Hispanic or Latino  
0 % Asian/Pacific Islander  
0 % 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: 3.38%

[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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	177
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0338
(6)	Amount in row (5) multiplied by 100	3.38

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
Number of languages represented: N/A  
Specify languages:

9. Students eligible for free/reduced-priced meals: 53%

Total number students who qualify: 94

*\*53 indicates the SC Poverty Index which is computed as the percent of students on subsidized lunch or Medicaid.*

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: 19 %

33 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 25 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>  1  </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:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 11 </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>    </u>
Paraprofessionals	<u>  4  </u>	<u>    </u>
Support staff	<u> 11 </u>	<u>    </u>
Total number	<u> 19 </u>	<u>  1  </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  16:1 

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%	96%	97%	95%	93%
Daily teacher attendance	94%	97%	94%	95%	97%
Teacher turnover rate	17%	9%	9%	10%	15%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

\*\*2005-2006 teacher turnover rate represents two teachers at Wright Elementary. Due to the small number of teachers on staff, the two teachers correlate to the 17%. One teacher accepted an assistant principal position in Anderson School District Two. The second teacher was an in-district transfer which was a result of her spouse accepting an assistant principal position at her current school

### **PART III - SUMMARY**

Wright Elementary School (WES) is located in Belton, South Carolina which is a rural area of southeastern Anderson County and is part of Anderson School District Two. Anderson Two residents have been very supportive of all district educational initiatives. They supported a \$29.9 million bond referendum in 1999. WES was able to renovate the existing building and add seven classrooms, a media center, a computer lab, a multi-purpose room, a science lab, and additional office space. These renovations were completed in 2001. Currently, Wright Elementary serves 176 students in five-year kindergarten through grade six. There is only one class per grade, except for first grade which has two. This is truly a school where “everyone knows your name”. This is evidenced by our mission statement: *Wright Elementary School emphasizes the dedication of home, students, school and community to provide a quality education in a safe learning environment.* This is evidenced by parent and community support and participation based upon the educational progress at the school.

Our instructional staff is made up of sixteen highly skilled, veteran teachers. One hundred percent of our teachers are on continuing contracts and 90% have advanced degrees. Over the past few years, five teachers have received National Board Certification. We have a half-time media specialist who also teaches our Gifted and Talented Academic Program. Our guidance counselor’s time is divided between two schools. We have a full-time resource teacher. The speech and physical education teachers are both part-time while the art and music teachers each come to our school one day per week. Our support staff consists of three full-time teaching assistants and one full-time computer lab manager. One assistant is assigned to kindergarten; one is shared with the media center and our resource classes, and one is assigned to assist with guidance and grades 2-6. We have two full-time cafeteria workers and one full-time custodian. One staff member has duties divided between cafeteria and custodial responsibilities. We also have a full-time secretary.

While the WES community’s average household income is approximately \$17,300 and 53% of our students are classified as disadvantaged based upon our state poverty index. The community support of education is passionate. Examples of this include our annual Parent Teacher Organization (PTO) Fall Festival and “Spaghetti Supper” both of which draws enthusiastic crowds and an array of compliments from parents, relatives, community member, and former students. Parents and other caretakers of our students are involved in many positive ways throughout the school year. For example, we host monthly Reading Breakfasts and annual Writing Nights. Parents are invited to attend student performances such as our Kindergarten program, Veterans’ Day play, music programs, and Biography Brunch. All of our programs are well attended and responses from parents and community members are positive.

Our school has a long-standing and optimistic relationship with our business partner, Rockwell Automation. During the school year, our sixth graders “job shadow” and tour the manufacturing facilities in the spring each year. The company provides “The Rockwell Award” to the outstanding student in each class that displays the “Wright Qualities” throughout the year.

Beginning in 2004-2005, our school started a School Health Improvement Program through collaboration with Partners for a Healthy Community and our local hospital system. We have set up a staff wellness room and conduct a community health fair to also promote wellness among our families and our area.

At Wright Elementary School, we are proud of our accomplishments and excited about our future and will continue our mission of *emphasizing the dedication of home, students, school and community to provide a quality education in a safe learning environment.*

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results:** All students in grades 3-8 must take the Palmetto Achievement Challenge Test (PACT) each year in English Language Arts and Mathematics. PACT is a criterion referenced test developed by the State Department of Education. The test is designed to measure mastery of specific grade level curriculum standards. The 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 area tested on PACT. The four performance levels are:

**Below Basic:** The student has not met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is not prepared for work at the next grade level.

**Basic:** The student has met minimum expectations for student performance based upon the South Carolina Curriculum Standards. The student is minimally prepared for work at the next grade level.

**Proficient:** The student has met expectations for student performance based on the South Carolina Curriculum Standards and is well prepared for work at the next grade level.

**Advanced:** The student has exceeded expectations for student performance based on the South Carolina Curriculum Standards and is very well prepared for work at the next grade level.

School test results are significantly above the state average at all grade levels and in all subject areas. Wright Elementary has many intervention practices and instructional strategies in place to ensure that children are not left behind due to demographic factors. Even though 53% of the students at Wright Elementary are classified as low socio-economic as reported on the state poverty index, the school ranks second in the state as evidenced by absolute scores on the state school report card. School report cards are part of the state's education accountability system. They provide schools and communities with information on the progress of schools measured against the 2010 goal of having student achievement ranked in the top half of the states nationally.

Although some disparities in scores among subgroups are apparent, the differences in scores among these groups remain minimal and consistently exceed state averages. In fact, Wright Elementary School has been recognized by the South Carolina Educational Oversight Committee as a school which "Closes the Achievement Gap for Historical Underachieving Groups" in our state. The percentage of free-reduced students who scored at or above the Basic level in ELA increased from 92% to 100% from 2002-2006 and from 92% to 100% in mathematics during the same time span. The percentage of disabled students who scored at or above the Basic level in ELA increased from 93% to 100% from 2002-2006 and from 93% to 100% in mathematics from 2002-2006. Scores remained similar for other subgroups with students' scores at or above the Basic level in ELA moving from 99%-100% and from 97%-100% in mathematics.

For the past five years, Wright Elementary has received the "Palmetto Gold" Award from the State Board of Education for exceptional student achievement performance. Wright Elementary has also met Adequately Yearly Progress (AYP) each year. Data can be reviewed on the state's website which is located at <http://www.ed.sc.gov/topics/assessment>.

**2. Using Assessment Results:** With the principal as the instructional leader assessment is a continuous process and is part of the learning triangle of standards, instruction, and assessment. Instructional decisions are based on the analysis of data through TESTVIEW, a system which provides teachers a tool for analyzing performance data by class and demographics. Professional development days prior to the start of school provide time for analysis of PACT assessment data. Teachers analyze test data individually and by grade levels to determine patterns of strengths and weaknesses demonstrated by previous students. This analysis also identifies areas that the teacher needs to target. As students arrive for their first instructional day, teachers have studied their previous year's test data and academic plans and have designed an instructional program that will improve student performance.

In addition to routine classroom assessment, other varied assessment techniques are utilized. Benchmark tests are given three times yearly before PACT and reports are interpreted during grade level meetings and quarterly principal conferencing in order to provide the most effective instruction. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is administered to the K-2 students by support staff. This program allows for evaluation of individual student development and a window to measure effectiveness of intervention support provided. The STAR reading program assesses each student's independent reading level several times each year. Teachers use this assessment information when planning and implementing flexible grouping. SuccessMaker is a computer based curriculum allowing students to progress at their own pace in the areas of reading and math. SuccessMaker reports assess individual student strengths and weaknesses allowing teachers to adjust instruction and remediate when necessary. All kindergarten and first grade students are assessed using the SCRA (South Carolina Readiness Assessment) which measures student growth in the area of language arts, math, social and emotional development. Assessment is an integral part of instruction.

**3. Communicating Assessment Results:** Wright Elementary School maintains a comprehensive approach to parent and community communication through various means. A district-wide Annual Report is mailed to every home and business in the district. The District Annual Report and School Summary Report contain a breakdown of all district test scores and compare each school with district and state results. These are provided to parents and include school, district, and state assessment results on all standardized and criterion-referenced tests. Each year the Wright Elementary School Annual Report Card is provided to every household in the district to give general information about the school and to display the school's performance using both absolute and improvement ratings. It provides school performance trends and details student achievement data by content area and student demographics. Data is also explained in local newspapers, the school newsletter, and school, district, and state websites. Home reports are sent to parents pertaining to standardized, criterion-referenced, and diagnostic tests. Parents review student achievement quarterly through report cards. However, parents are apprised of their child's progress on an ongoing basis. Weekly or biweekly work evaluations for each student are sent home per grade level for parent perusal noting areas of strengths and/or weaknesses. Further awareness of student achievement is provided to parents through mid-quarter interim reports. School test results are discussed during School Improvement Council, PTO, and School Board Meetings. Our School Accountability Document provides a summary of our previous year's performance and establishes goals and objectives for each new school year. Our community business partner provides rewards for student achievement. Student honor rolls are published in the newspaper. A quarterly awards ceremony allows for recognition of student accomplishments as well.

Academic Plan conferences provide parents of students experiencing difficulty with state standards information, current performance levels, and suggestions for helping their children at home. We promote an open-door policy and parents are encouraged to conference with teachers on a regular basis.

**4. Sharing Success:** Alexander Solzhenitsyn, a 1970 Nobel Prize winner says, “Talent is always conscious of its own abundance and does not object to sharing.” That is the philosophy by which WES abides. We believe that sharing creates a better education for the children of today, tomorrow and the future. As educators, we have the potential to make a difference in children around the world.

Understanding the importance of this concept, our staff is very willing to share. Through our endeavors in pursuit of various awards, we have visited many other schools with this in mind. Many of our teachers have been selected to present at a range of conferences statewide as well as within our district at instructional fairs. Based on our outstanding science achievement, a neighboring school district visited to observe science lab investigations and assessments. A sister school did likewise in their pursuit of the state’s Exemplary Writing Award. This is a continual process as we grow as educators in hopes of bettering ourselves which in turn benefits peers in the profession as well as the primary reason for the profession... the students we teach.

Recognition of being named a National Blue-Ribbon School, in addition to other honors and awards bestowed upon our school, will afford us a prime opportunity to establish a network that will foster sharing information, knowledge, research and resources among people who have a common purpose and commitment to quality education. With our open-door policy, an invitation is always extended to visitors who would like to learn more about our successful educational strategies.

## **PART V – CURRICULUM AND INSTRUCTION**

**1. Curriculum:** Wright Elementary curriculum is aligned to meet the South Carolina State Department of Education’s Curriculum Standards. The state outlines requirements as to the content students are expected to master at each grade level. The curriculum sets benchmarks and content standards at all grade levels and is aligned so students will be prepared for the PACT. District created content pacing guides were developed for each grade level and each subject area and are utilized to ensure that all standards are taught before students are tested in the spring. A variety of teaching strategies and intervention practices are in place to ensure that students meet or exceed these standards each year.

Our English Language Arts curriculum is focused on the teaching of reading, writing and word development and is based on a balanced literacy approach. Reading instruction is centered on four different types of reading experiences: read aloud, shared reading, guided reading and independent reading. The reading program is also focused on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. Students are also instructed in shared and individual writing activities to address the four types of writing: shared writing, interactive writing, writer’s workshop, and independent writing. Teachers provide a comprehensive approach to reading and writing instruction aligned with the SC state standards. District curriculum activity notebooks were designed using scientifically based information and provide teachers with a map that leads to positive student achievement.

The mathematics curriculum focuses on SC State Standards at each grade level. The curriculum focuses on the understanding and application of key mathematical concepts and skills that are appropriate to each student’s ability based on state standards. District curriculum activity notebooks and staff development provide teachers with grade appropriate standard-based activities. Teachers use various tools and strategies such as textbooks, manipulatives, mental math, games, and journal activities in order to ensure academic success for all students. The individualized daily exposure to the mathematics curriculum through the SuccessMaker technology lab is a significant resource used to promote mathematical development.

Social studies instruction is guided by SC Curriculum standards framework and focuses on the key areas of history, citizenship, economics and geography. School murals depict various regions of the state and provide opportunities for students to learn the physical geographical aspects of the various regions. The classroom guidance program provides many opportunities for students to participate in civic related activities. Our school-wide program, “Character Counts”, is used to develop positive character traits. Teachers capitalize on students’ natural curiosity, diverse backgrounds and prior knowledge to extend the curriculum.

The goal of the science curriculum is to enable all students to understand scientific concepts, skills and processes. Teachers utilize the state standards support document and standards as a basis for planning and delivering instruction. Teachers incorporate inquiry learning and kit experiences based on the SC state science standards. A fully equipped science lab is utilized weekly to build scientific understandings. Our science curriculum gives students a better understanding of the big ideas of science and the world around them.

The WES related arts program includes music, physical education, library, and art. Related arts teachers use an integrated curriculum approach in order to enhance all curriculum areas. A district provided Arts in Education Program extends student experiences with storytellers, theatrical performances, visiting authors, etc. Technology is an integral part of each core curricular area. The SuccessMaker lab is used daily by all students to accelerate, review and remediate. Technology such as Promethean boards, visual presenters, and streaming videos are used to enhance classroom instruction.

**2. Reading:** Wright Elementary School realizes that reading is a very complex process that must be taught through a myriad of strategies. In an effort to teach all aspects of the reading curriculum (reading, writing, communication, and research), “best practice” strategies such as Admit and Exit Slips, Say Something, I Wonder, Book Talks, and Literature Circles are implemented daily. Book studies focused on the notable works of Barry Lane, Ralph Fletcher, Janet Allen, etc. have provided our school with a framework for reading and writing instruction. The time zone allocated for such instruction totals 135 minutes daily. However, at WES, our belief is that reading and writing instruction should not be taught in isolation. Rather, these strategies should be integrated into all parts of the curriculum throughout the day. With this in mind, WES choose a reading curriculum that is infused with numerous read alouds, guided, shared, and independent reading and writing components.

Trade books, novels, magazines, text sets, newspapers, leveled texts, and other materials are used to teach reading and writing in various content fields. Noted authors, such as Jerry Pallotta and Kate Salley Palmer, have visited our school to broaden students’ understanding of the writing process. Because we are aware that many families are not afforded appropriate reading materials at home, library books and classroom materials are sent daily to be read by parent and child. Reading logs are kept to note reading progress. Parenting sessions such as “Books and Bagels”, “Reading Breakfasts”, and “Poetry Night” are held each year to provide parents with opportunities to read with their child and learn valuable strategies to assist their child in becoming a successful reader. “Writing Nights” and collaborative writing journals are used to foster the reading-writing connection as parents and children exercise a partnered approach to the reading-writing process. We measure success of our reading and writing program by evaluating students’ reading habits, attitudes, and comprehension as well as individual growth in the noted areas.

**3. Science:** Our science curriculum is based on the SC State Standards and our school mission to provide all students with a quality education. Because we feel that curriculum connections explicitly strengthen teaching and learning in all areas, our teachers emphasize the integration of writing, speaking, math and science. In our well-equipped science lab, students are doing science as they brainstorm, question, predict, observe, experiment, interpret, draw conclusions, justify, make meaningful connections and communicate findings. Within our science lab, students use scientifically based materials such as: Delta kits, Foss kits, Insights kits, AIMS materials, and science journals. Informal writing, such as journals, enables students to make personal connections to science topics. Teachers also use additional teaching strategies, materials, literature, and videos to enhance and reinforce the curriculum. Students are applying scientific concepts to real world situations on a daily basis as they use problem solving approaches in lab, apply estimations, collect, organize and describe data as well as develop the process of measuring. As a school, we understand that good teaching involves teachers facilitating learning as students work in collaborative groups. Our goal is to inspire meaningful science study as students developing thinking and inquiry learning skills through many avenues including participation in field studies and science fairs at the local, regional level. Our teachers inspire students to identify and utilize the tools needed in order to uncover and understand the secrets about the world of science.

**4. Instructional Methods:** Best practices represent excellence in teaching which include effective methods teachers use to facilitate learning. The instructional methods used at WES to improve student learning are based on best practices and are supported by research. The teachers at WES use a variety of direct and indirect instructional methods and strategies such as whole group instruction, inquiry learning, teacher demonstration, discussion, video/video streaming, cooperative groupings, literature circles, individualized/differentiated instruction, technology, peer tutoring, independent and group projects, tiered assignments, etc. as deemed appropriate. Much attention is paid to selecting instructional methods right for particular lessons and students. The instructional methods used depend on many factors including developmental appropriateness, prior knowledge, subject area, lesson objective, learning styles and materials available. Teachers at WES attribute much of their students' success to their ability and willingness to collaborate as teachers across grade levels in order to better understand the strategies and methods which have been effective in meeting their students' needs in previous grades.

Various instructional approaches within and outside of the regular classroom support our diverse learning population. A district supported after school program offers a structured learning environment for students to complete homework and participate in lessons targeting reading and math improvement. Additional support is also provided for our special needs population through inclusion assistance. Students in our gifted and talented program are provided with opportunities to extend learning through research and critical thinking experiences.

**5. Professional Development:** Our staff members annually participate in a staff development survey to assess our needs. Curricular areas are prioritized and specific activities such as conferences and academic studies are ranked as to their anticipated importance. From this needs assessment the principal, grade chairs and district office instructional personnel collaborate to target the most effective staff development activities that will increase student achievement.

During the past three school years, English-Language Arts has been identified as our school's area of greatest need and our staff has developed and participated in a number of effective activities. Teachers have attended the annual state writing, reading, and library conferences and reported significant workshop topics back to the staff as a whole. Our staff has participated in studying scholars in the area of writing. For example, teachers studied the work of Barry Lane, a leading expert in the teaching of writing. Staff members have also visited peer schools with high achievement in ELA. Partially as a result of these efforts, our school has been named an Exemplary Writing School and teachers have written successful grants to improve literacy instruction at our school.

Recently, staff members from our school have also attended workshops at state-level conferences for Science and Social Studies. During the past two years our achievement scores in ELA, Science and Social Studies have improved notably. Specifically, our Absolute Score from the state school report card in ELA increased from a 3.65 to a 3.98, as measured by the PACT. The number of students scoring at the Advanced or Proficient levels on statewide testing in Social Studies has had positive gains since 2004.

**PART VII - ASSESSMENT RESULTS**

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

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

<b>ELA 3<sup>rd</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	100
% Proficient and Advanced	96	89	94	74
% Advanced	65	37	50	7
Number of students tested	26	27	18	27
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	I/S	100	I/S	100
% Proficient and Advanced	I/S	91	I/S	60
% Advanced	I/S	18	I/S	0
Number of students tested	5	11	6	10
2. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	96	92	94	74
% Advanced	65	36	50	8
Number of students tested	26	25	18	26

\* I/S = Insufficient sample - subgroup contains less than 10 students.

Subject **Mathematics** Grade **3** Test **Palmetto Achievement Challenge Test**

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

<b>Math 3<sup>rd</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	100
% Proficient and Advanced	100	90	89	85
% Advanced	89	74	61	33
Number of students tested	26	27	18	27
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	I/S	100	I/S	100
% Proficient and Advanced	I/S	82	I/S	80
% Advanced	I/S	64	I/S	10
Number of students tested	5	11	6	10
2. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	100	92	89	88
% Advanced	88	76	61	35
Number of students tested	26	25	18	26

Subject **English/Language Arts** Grade **4** Test **Palmetto Achievement Challenge Test**

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

<b>ELA 4<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	100
% Proficient and Advanced	71	61	56	54
% Advanced	11	7	0	4
Number of students tested	28	18	28	27
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	100	I/S	100	100
% Proficient and Advanced	50	I/S	31	40
% Advanced	0	I/S	0	0
Number of students tested	12	8	13	10
2. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	73	62	59	52
% Advanced	8	6	0	4
Number of students tested	26	18	27	23

\* I/S = Insufficient sample - subgroup contains less than 10 students.

Subject **Mathematics** Grade **4** Test **Palmetto Achievement Challenge Test**

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

<b>Math 4<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	100
% Proficient and Advanced	75	94	74	75
% Advanced	39	50	41	29
Number of students tested	28	18	28	27
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	100	I/S	100	100
% Proficient and Advanced	66	I/S	76	82
% Advanced	33	I/S	38	27
Number of students tested	12	8	13	11
2. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	76	94	74	80
% Advanced	38	50	44	36
Number of students tested	26	18	27	25

\* I/S = Insufficient sample - subgroup contains less than 10 students.

Subject **English/Language Arts** Grade **5** Test **Palmetto Achievement Challenge Test**

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

<b>ELA 5<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	85
% Proficient and Advanced	67	50	53	31
% Advanced	19	0	0	0
Number of students tested	22	24	20	15
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% Basic and Above	100	100	100	90
% Proficient and Advanced	63	52	56	40
% Advanced	18	0	0	0
Number of students tested	22	23	18	10

Subject **Mathematics** Grade **5** Test **Palmetto Achievement Challenge Test**

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

<b>Math 5<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	92
% Proficient and Advanced	76	67	69	77
% Advanced	52	29	37	39
Number of students tested	22	24	20	15
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	73	65	67	83
% Advanced	50	30	39	50
Number of students tested	22	23	18	12

Subject **English/Language Arts** Grade **6** Test **Palmetto Achievement Challenge Test**

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

<b>ELA 6<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	81	100	94
% Proficient and Advanced	62	38	46	65
% Advanced	10	6	18	18
Number of students tested	23	17	11	18
Percent of students tested	91	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	100	I/S	I/S	I/S
% Proficient and Advanced	50	I/S	I/S	I/S
% Advanced	20	I/S	I/S	I/S
Number of students tested	10	8	6	7
2. White				
% Basic and Above	96	80	100	100
% Proficient and Advanced	57	34	50	80
% Advanced	9	7	20	30
Number of students tested	23	15	10	10

\* I/S = Insufficient sample - subgroup contains less than 10 students.

Subject **Mathematics**      Grade **6**      Test **Palmetto Achievement Challenge Test**

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

<b>Math 6<sup>th</sup> grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Basic and Above	100	100	100	94
% Proficient and Advanced	77	81	55	94
% Advanced	46	44	27	41
Number of students tested	23	17	11	18
Percent of students tested	96	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Free/Reduced Lunch				
% Basic and Above	100	I/S	I/S	I/S
% Proficient and Advanced	80	I/S	I/S	I/S
% Advanced	50	I/S	I/S	I/S
Number of students tested	10	8	6	9
2. White				
% Basic and Above	100	100	100	100
% Proficient and Advanced	73	73	60	100
% Advanced	43	40	30	39
Number of students tested	23	15	10	13

\* I/S = Insufficient sample - subgroup contains less than 10 students.

**SUBGROUP DATA ANALYSIS**

Subject **English/Language Arts** Grades **3 - 6** Test **Palmetto Achievement Challenge Test**

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

<b>ELA – 3<sup>rd</sup> through 6<sup>th</sup> Grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SUBGROUP SCORES</b>				
<b>1. Free/Reduced Lunch</b>				
% Basic and Above	100	94	100	97
% Proficient and Advanced	62	57	52	47
% Advanced	21	9	10	3
Number of students tested	34	36	32	28
<b>2. Disabled</b>				
% Basic and Above	100	85	I/S	92
% Proficient and Advanced	58	15	I/S	25
% Advanced	8	0	I/S	0
Number of students tested	13	12	8	11
<b>3. White</b>				
% Basic and Above	99	96	100	100
% Proficient and Advanced	76	64	31	61
% Advanced	27	14	16	8
Number of students tested	97	81	73	69

\* I/S = Insufficient sample - subgroup contains less than 10 students in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade combined

NOTE – Data for subgroups are reported by school since subgroups contain less than 10 students per grade, with the exception of white subgroup.

Subject **Mathematics** Grade **3 - 6** Test **Palmetto Achievement Challenge Test**

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

<b>Math 3<sup>rd</sup> through 6<sup>th</sup> Grade</b>	2006	2005	2004	2003
Testing Month	May	May	May	May
<b>SUBGROUP SCORES</b>				
<b>1. Free/Reduced Lunch</b>				
% Basic and Above	100	100	100	97
% Proficient and Advanced	80	80	69	82
% Advanced	47	46	41	24
Number of students tested	34	36	32	34
<b>2. Disabled</b>				
% Basic and Above	100	100	I/S	92
% Proficient and Advanced	69	39	I/S	75
% Advanced	46	23	I/S	25
Number of students tested	13	12	8	11
<b>3. White</b>				
% Basic and Above	100	100	100	100
% Proficient and Advanced	83	83	74	88
% Advanced	57	51	46	35
Number of students tested	97	81	73	76

\* I/S = Insufficient sample - subgroup contains less than 10 students in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade combined

NOTE – Data for subgroups are reported by school since subgroups contain less than 10 students per grade, with the exception of white subgroup.