

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Debra Gill

Official School Name: Powdersville Elementary School

School Mailing Address:
139 Hood Road
Greenville, SC 29611-7519

County: Anderson State School Code Number*: 0401062

Telephone: (864) 269-4431 Fax: (864) 269-4426

Web site/URL: http://asd1.schoolwires.com/pves/site/default.asp E-mail: gilld@anderson1.k12.sc.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Wayne Fowler

District Name: Anderson School District 1 Tel: (864) 847-7344

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Fred Alexander

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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

1. The school has some configuration that includes one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)

8	Elementary schools (includes K-8)
3	Middle/Junior high schools
2	High schools
0	K-12 schools
13	TOTAL

2. District Per Pupil Expenditure: 7050

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. 8 Number of years the principal has been in her/his position 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	1	1	2		6			0
K			0		7			0
1			0		8			0
2	2		2		9			0
3	105	83	188		10			0
4	85	101	186		11			0
5	113	86	199		12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL								577

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
6 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is 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.	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1.	553
(5)	Total transferred students in row (3) divided by total students in row (4).	0.114
(6)	Amount in row (5) multiplied by 100.	11.392

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 20

Number of languages represented: 5

Specify languages:

Spanish, Vietnamese, Chinese, Gujarati, Hindi

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 258

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 free and reduced-price school meals 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: 12 %

Total Number of Students Served: 70

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>38</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	95%	98%	96%
Teacher turnover rate	9%	7%	9%	9%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>0</u>	%

PART III - SUMMARY

Powersville Elementary School is located in one of the fastest growing areas in the upstate of South Carolina, the Powersville community. Families looking to relocate to this suburban area, located between Greenville and Anderson often choose Powersville for the excellent reputation of the school system and for the close knit community where students and families are involved in youth recreational leagues, churches and civic organizations. The Powersville community prides itself on its schools: Concrete Primary, Powersville Elementary, and Powersville Middle. A new high school, Powersville High, will open in 2011. In 2002, Anderson School District One opened Powersville Elementary due to growth and overcrowding at a previous location, formerly Concrete Elementary. The K5-grade 5 school divided and Powersville Elementary became a school for grades three through five, while grades kindergarten through two remained onsite and became Concrete Primary.

Powersville Elementary has seen significant changes since the opening of the school in 2002. The student population has grown 75% from 330 to 577 in 2010. The recent economy has created a challenge for families and, as a result, over 45% of our students now qualify for free or reduced lunch as opposed to 17% in 2002. The number of students classified as homeless has increased from 4 students to 17. Parents represent different levels of education with many lacking formal education, while others have advanced college degrees. The English as a Second Language number of students has created a more diverse population at our school with students coming from Vietnam, India, China and Spanish speaking countries.

The school's accomplishments include the coveted state Palmetto Awards designed to recognize and reward schools that attain high levels of absolute performance and schools that attain high rates of improvement. Powersville Elementary received the Palmetto Gold in 2004 and 2005 and the Palmetto Silver Award for Closing the Achievement Gap Award in 2007 and 2008. The school has met Adequate Yearly Progress every year since 2002. The school prides itself in being a consistently high performing school as evidenced by test scores and state awards. With rigorous state accountability, Powersville Elementary has continued to show academic excellence.

The mission of Powersville Elementary, created in cooperation with parents, teachers, students, and the community, is to acknowledge the uniqueness of the individual, provide challenging and diverse educational experiences in a safe environment, and nurture a desire for learning as each individual becomes a contributing member of society. Among the well established traditions, Powersville Elementary exhibits a tradition of excellence by establishing high expectations for students along with the continued support of the parents and community. Community members support the school in many ways, by assisting at the school, financially, and as business partners. Parents are welcome at the school and give many hours each year volunteering their time and talents. Administrators and teachers have adopted the district motto: A Tradition of Excellence. We are deeply committed to providing a quality education for all students. Together we are making learning happen at Powersville Elementary!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

<http://www.ed.sc.gov/agency/Accountability/Data%2DManagement%2Dand%2DAnalysis/PACTPortal.html>
<http://www.ed.sc.gov/topics/assessment/scores/pass/2009/>

2009 was the beginning of a new state assessment for all students in South Carolina. All students in grades 3-8 must take the Palmetto Assessment of State Standards (PASS) each year in Reading and Research, Writing, and Mathematics. All students in grades 4 take both science and social studies tests. Students in grades 3 and 5 take either the science or the social studies test (with approximately half of the students in each of those grades taking each test). The PASS test is designed to measure mastery of specific grade level academic standards. The state standards are aligned to national standards and form the basis for all teaching and learning. The PASS test results are used for school and school district accountability purposes.

For each PASS test, three overall performance levels will be reported:

Exemplary – The student demonstrated exemplary performance in meeting the grade level standard.

Met – The student met the grade level standard.

Not Met – The student did not meet the grade level standard.

The former test was the Palmetto Achievement and Challenge Test (PACT). Like PASS, students were assessed in grades three through eight using the same assessment guidelines with the exception of Reading. The PACT test assessed Reading and Writing in one test and did not test each individually. On PACT, students received a performance level indicator for each subject area tested. The four performance levels were:

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.

PASS and PACT require the application of knowledge and skills and are both considered to be a rigorous test. Both assessments are tied to NAEP (the National Assessment of Educational Progress, a federal standardized test). Quality Counts 2010, published by Education Week, ranks South Carolina No. 1 in the nation for its efforts to improve teaching and seventh for academic standards, assessment and accountability.

School test results are significantly above the state average for 2005-2009 at all grades in ELA and Mathematics. An analysis of the scores reveals demographic groups are performing very well. The data shows subgroups (African Americans, Disabled, Subsidized Meals and most recently Hispanic) are making progress

and targeted interventions and differentiated instruction is working. For example, 38.8% of students identified as free/reduced lunch scored proficient or advanced on the ELA portion of PACT in 2004-2005. In 2008-2009, 94.8% of students in this same category scored met or exemplary on PASS. All additional subgroups scored similar gains. In math, we experienced similar success on our state test with every identified subgroup showing gains over time. For example, 27.5% of students identified as free/reduced lunch scored proficient or advanced on the Math portion of PACT in 2004-2005. In 2008-2009, 74.8% of students in this category scored met or exemplary on PASS. As a part of the district's Response to Intervention plan, Powdersville Elementary provides intervention on a daily basis through best practices and instructional strategies to the students needing additional support. Teachers are working diligently to ensure that no child is left behind and that all students find success.

2. Using Assessment Results:

Powdersville Elementary School administrators and teachers use information provided by MAP Testing (Measures of Academic Progress) and PASS Testing (Palmetto Assessment of State Standards) to make informed, data-driven decisions that positively impact student achievement. MAP is administered at least twice each school year and PASS is administered once each school year. Administrators disaggregate information from both tests to form a clearer picture of areas within the school that can be identified as strengths and also areas of needed improvement. Doing so enables administrators to allocate resources, both financial and human, to effectively address the areas that have been identified. Administrators share MAP and PASS data with teachers during grade-level and faculty meetings in an effort to focus our efforts on best practices, effective methods, and efficient short and long term planning goals and objectives to best meet the needs of the diverse groups of learners present in our school community. Teachers employ the use of pre-assessments and post-assessments in order to differentiate instruction in a way that reaches students at their individual levels of achievement. The results of these formative assessments drive the teaching of content by "beginning with the end in mind." Our assessment framework is such that students can be identified, using a variety of assessment benchmarks, to enter into our RTI (Response to Intervention) program. Students who fall short of benchmark or are identified as having learning difficulties based on assessment results can be further assisted in pullout programs such as Academic Assistance and Early Interventions in Reading. Powdersville Elementary School uses assessment to drive our instructional program in a never-ending process of improving our curriculum and delivery of instruction to benefit all of our students.

3. Communicating Assessment Results:

Administrators and teachers at Powdersville Elementary School have worked hard to create a "common language" of assessment in an effort to keep students, parents, and the community aware of student performance and assessment results. This paradigm shift has evolved through a constant process of communication and collaboration among all school and community members. Weekly progress reports are sent home to parents in an effort to share student behavior observations and academic information, including assessment results. PASS results are communicated through individual student reports, district and school report cards, district and school websites, and local media outlets. MAP and PASS results are also communicated to parents through parent-teacher conferences. In fact, the school calendar in Anderson School District One provides a day each October specifically set aside for parent-teacher conferences. Students are made aware of their assessment results via individual conferences with teachers. Special events like PASS Night enable our administrators and teachers to discuss with parents and community members how MAP and PASS tests are administered and how the results are used to positively impact student achievement. Information is sent home via newsletters and informative brochures that explain the various assessments. The administrators and teachers at Powdersville Elementary discuss MAP and PASS assessment results with students and lead students in classroom activities that inform them of their progress and give them opportunities to set goals for future assessments. We feel that our students should be continuously informed of their progress and take an active role in determining appropriate actions and behaviors that will enable them to achieve the goals they set. Powdersville Elementary continues to experience academic success due, in part, to

the use of a wide variety of assessments and our desire to make the results of these assessments a “common language” among administrators, teachers, students, parents, and community members. These results fuel our academic engine and enable us to travel great distances in an effort to enhance the curriculum and instruction at our school.

4. Sharing Success:

Powdersville Elementary is making a difference for students and believes cooperation and collaboration are the keys. Teachers are modeling what they ask students to do by working together as grade levels, vertical teams, and in school committees. A school climate of caring and sharing creates a better education where students are learning.

Monthly meetings of elementary administrators have established a network for sharing successes which has resulted in teachers across the district visiting the school with their open door policy. Powdersville Elementary is on the cutting edge of instructional practices leading to tremendous academic achievement. We have frequent visitors from other schools within the district as well as outside the district. Teachers are willing to serve as models and understand how vital it is to share their success with the community, district and neighboring schools. Information about our award will be released by the district public information office to various media outlets including our local newspapers, radio stations and television stations. The district and school web page will highlight our new distinction of National Blue Ribbon School with a link to the No Child Left Behind Blue Ribbon Program. With the recognition of this prestigious award, the school will provide a day of celebration for teachers, students, families and community members. This will be a point of pride for our school community!

A number of teachers from Powdersville Elementary have been instrumental in working on district committees to adopt district textbooks and write curriculum that is used by all teachers in the district. Selected teachers have been recognized at the state level and established a network with other teachers across the state through conference attendance and other state and district meetings. They have been frequent presenters at state conferences and are willing to continue to share their success. This award will provide more opportunities for the teachers to discuss their knowledge, research, resources and their common goals.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation of Powdersville Elementary’s curriculum is the South Carolina (SC) State Department of Education’s Academic Standards. The SC Standards outline the basic knowledge and skills students are expected to master at each grade level and for each content area. District curriculum aligned to standards and district created pacing guides provide a framework for what teachers cover in the classroom. The curriculum sets high expectations for students in all testing areas that include reading and research, writing, math, science and social studies. A variety of teaching methods and best practices are utilized in order to ensure students meet or exceed these standards. District benchmark tests are administered two times each year and the results are used to make instructional decisions for each individual student and adjustments are made to target instruction.

Powdersville Elementary’s English Language Arts curriculum centers on reading, research, and writing. The essential components of effective reading instruction make up the core program: phonics, phonemic awareness, fluency, vocabulary, comprehension and motivation. Our ELA curriculum is based on the SC State Standards with focus on Informational and Literary Text, Vocabulary, and Research and Writing. A Balanced Literacy approach is used by teachers in ELA classrooms to provide high quality instruction. Teachers use a lexile framework to ensure students are reading on their appropriate level. The goal for ELA teachers is to help each student become confident communicators in reading, speaking, and writing.

The SC State Academic Standards are the basis for the mathematics curriculum. The math curriculum focuses on the understanding and application of key mathematical concepts and skills while providing multiple options for students. Teachers are differentiating instruction for students in math based on data analysis. Pre-assessments are given to provide small group instruction based on each student’s ability level. Along with student textbooks, classroom teachers utilize manipulatives, incorporate technology (SMARTBoard), make real world connections and address the diverse range of learning styles. The master schedule has been modified by the administration to allow for an additional teacher in each mathematics classroom which, in turn, enables effective differentiated instruction to take place. Math teachers at Powdersville Elementary have been district leaders by writing pacing guides, creating SMARTBoard lessons, and developing curriculum for the district website.

The goal of the science curriculum is to enable all students to understand scientific concepts, skills and processes through an inquiry based approach. Teachers accomplish this through providing labs and hands on instruction based on the SC Academic Standards. These experiences allow students to investigate concepts using the scientific method.

Social Studies teachers at Powdersville Elementary integrate novels to bring history alive, use hands on activities (primary source documents) and special events to make the content come alive (Pilgrim Day, Explorer Day, Immigration Day). The Social Studies Curriculum is correlated to the SC State Standards and classroom activities support the connection between ELA content and the state’s Literacy Elements. Field trips (real and virtual) allow students to visit important landmarks. School wide emphasis, classroom environments, and community involvement introduce students to the importance of their civic responsibilities and learning to be good citizens. Our school-wide character development program, “Powdersville Pride”, is used to develop responsible citizenship and teach students about good character.

The Related Arts program at Powdersville Elementary includes music, strings, physical education, library, and art. All related arts teachers use an integrated curriculum approach enhancing all curricular areas. Students

have the opportunity to participate in a school chorus, grade-level musical plays, strings solo and ensemble competitions, variety show, field day, and an art show.

Technology is an integral part of teaching and learning at Powdersville. All teachers utilize the SMARTBoards in the classrooms to enhance learning. Classrooms have student computers as well as a computer lab. Students have access to the lab at least once a week for the purpose of remediation, acceleration, and research.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The Reading Program at Powdersville Elementary is the engine driving all other content areas in the school. Student success in reading is important and often results in success for students in all content areas. The program is based on the SC State and national standards. The basis for the program is the five key components of reading as identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers at Powdersville agree with Richard Allington that one additional aspect was omitted: motivation. The Reading Program is research based with a balanced literacy approach and modeled after guided reading practices. Teachers utilize direct instruction to share whole group strategies followed by differentiated instruction with literacy centers and small flexible groups. Novels have taken the place of the basal reader and students have opportunities to make choices and read on their lexile level. Literature circles and response journals provide opportunities for assessing comprehension. Classroom libraries provide a wide selection of high interest books for students on many levels and different genres. Reading teachers use work by many authors, including Tim Rasinski, to create fluent readers. All teachers read aloud daily to model fluency and to instill the love of reading by sharing popular children's literature. Powdersville has a strong writing component incorporating the Six Plus One Traits program created by Ruth Culham. Students write across the curriculum and for a wide variety of purposes. Writing rubrics are used for assessing writing. Assessments are used to identify student weaknesses in reading. These students attend small group Academic Assistance classes where instruction is targeted to their needs. Students below grade level receive additional instruction in Early Interventions in Reading as part of the Response to Intervention process. School wide initiatives include an emphasis on reading led by the school media specialist. The Accelerated Reader program is used to create excitement about reading. We use the program to promote reading and to reward those children who wish to participate.

3. Additional Curriculum Area:

The science curriculum provides opportunities for students to develop the understandings and skills necessary to function as problem solvers in all areas of the curriculum. Instruction is based on the SC Academic Standards and Support Document. Students explore the life, earth, and physical sciences and are involved in exploration and investigation so that inquiry skills can be nurtured.

Powdersville Elementary's science program is unique in the fact that each grade level has a dedicated science teacher. These teachers are able to focus all their professional development on improving instructional techniques and enriching their content knowledge. These experiences allow our teachers to use hands-on, minds-on activities, and select research based instructional methods appropriate for their students. Take a look inside one of the science classrooms and you will see students actively engaged in their learning by observing, manipulating materials, sharing and reflecting on ideas, and writing about their experiences.

Our science program is centered around our school's mission that we provide challenging and diverse educational experiences for each individual student. Science is a platform that allows for integration of all subject areas and presentation modes. Through state and local funds Powdersville Elementary has been able to provide the materials, equipment, and space for students to investigate each content standard. Many students are best able to learn through hands-on instruction but teachers also use leveled science readers, United

Streaming Videos, SMARTBoard lessons, speakers, field trips, direct instruction, and notebooking techniques to accommodate all learning styles.

Powersville Elementary teachers use our district curriculum and pacing guide created by teachers throughout our district. A variety of assessment tools are used to direct instruction and provide feedback to students and parents. Concept application is the basis for assessments.

4. Instructional Methods:

Powersville Elementary uses a variety of instructional methods to improve student learning. The use of assessment data is fundamental in guiding instruction. Teachers are skilled diagnosticians who utilize district test analysis procedures to review assessment data and identify students' strengths and weaknesses. Instructional plans are created for all students based on these analyses with particular attention paid to subgroups and closing the gap. Gifted and talented, academic assistance, and early intervening services are provided to those qualifying students through pullout programs. Our school media center and classroom libraries are lexiled to accommodate student's individual reading needs. SMARTBoard and SMARTResponse technology is incorporated in every classroom to peak student interest and accommodate for individual learning styles.

Teachers collaborate in grade level planning meetings for differentiated instruction and flexible groupings. The goal is to meet each student where he or she is in order to facilitate learning. Learning stations provide opportunities for students to work on their individual instructional level, along with addressing their interests and preferred learning styles. Direct instruction, teacher modeling, guided practice, and independent practice are incorporated into all lessons. Students are given numerous cooperative learning and peer teaching opportunities in an effort to strengthen knowledge of content and increase individual confidence while developing social skills and teamwork. Powersville Elementary's schedule allows for two teachers to work closely together and team teach in math to make the process of differentiated instruction more effective. One teacher leads the direct instruction and both work with small flexible groups. The school special education resource teacher does inclusion for math. Teachers are able to work one-on-one as needed and use technology to assist with remediation of missing skills. They have created a learning environment where students feel safe communicating their need for reteaching and assistance.

5. Professional Development:

Administrators and teachers at Powersville Elementary are continually growing professionally. We are always seeking new ways to better serve the needs of our students. Based on school needs, the district has provided many nationally known specialists for professional development. Presenters such as Tim Rasinski, Danny Brassell, Jim Trelease, and Marcia Tate have positively impacted instruction. Sessions have been presented with topics on content area focus, such as guided reading and lexile use, to support the ELA teachers. Differentiated instruction, strategies for ESOL students, and writing instruction have also been presented. To support the new math textbook adoption, teachers stayed after school five afternoons to work on the implementation while networking with other teachers from across the district. Science inservice has provided topics on interactive notebooking and using writing as a powerful tool in the science classroom. Follow-up is done at the school level through grade level discussions, book studies and faculty meetings. Often teachers at Powersville lead sessions for the district and present workshops at state conferences. Teachers are leaders throughout the district and serve on textbook adoption committees, and write curriculum and technology lessons that are being utilized by all teachers in the district. Professional development is a work in progress and will forever be ongoing.

Grade level teachers collaborate on a weekly basis. During these meetings teachers encourage and contribute to the professional growth of team members as they share strategies and information obtained through conferences, workshops and district instructional meetings.

Technology training has been provided for use of the SMARTBoard in each classroom. Grade level planning and grade level data analysis meetings have provided the most feedback for targeting individual student strengths and weaknesses. Teachers use this time to create additional strategies to help all students be successful.

6. School Leadership:

Principal Debra Gill and Assistant Principal Brad Moore maintain high expectations for both students and teachers at Powdersville Elementary School. The administration empowers teachers to take on leadership roles within the school. The administration also commits to allotting money in the school budget to send teachers to a variety of workshops, seminars, and conferences. Doing so enables teachers to bring back to school a wealth of information and ideas including: best practices, innovative short-term and long-term planning techniques, various forms of formal and informal assessments, ways to incorporate the use of technology, and various methods of differentiating instruction. Empowering teachers in this manner creates a culture of lifelong learning and a commitment to providing the best education possible for all students. Decisions are made with the best interests of each student in mind. This desire to put student learning at the forefront of all planning and decision making is clearly communicated to teachers and the school community. Grade-level curriculum meetings are scheduled each month, as are data analysis meetings and faculty meetings. This continuous communication and sharing of ideas promotes shared leadership and encourages all faculty members to take on the role of stakeholders as we strive to carry out our mission to prepare each student at Powdersville Elementary to become a contributing member of society. The student service council was formed in an effort to empower our students, as leaders of tomorrow, to become involved by participating in various philanthropic and community service projects. School leaders also recognize students on a monthly basis with awards such as Citizen of the Month, Most Improved Student, Wall of Pride: Where Character Counts for individual student examples of character, Lion Heads for excellence in whole class behavior, and Honor Roll. The shared attitude that “everyone is a valuable member of our school team” creates a positive school climate and encourages a commitment to academic and personal excellence. The ability of our administration and faculty to work together for the benefit of our students is evident in our continued success at Powdersville Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Test: Palmetto Assessment of State Standards/Palmetto
 Grade: 3 Achievement and Challenge Test/Palmetto Assessment of
State Standards
 Edition/Publication Year: PASS Publisher: South Carolina Department of Education
 2009/PACT 2008-2005

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	88	61	70	60	66
PASS=Exemplary/PACT=Advanced	32	31	29	13	40
Number of students tested	182	173	137	125	104
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	78	35	54	46	50
PASS=Exemplary/PACT=Advanced	22	10	12	3	27
Number of students tested	51	48	41	35	22
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	79	31	27		
PASS=Exemplary/PACT=Advanced	7	6	0		
Number of students tested	14	16	11		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	60				
PASS=Exemplary/PACT=Advanced	20				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes: Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an

alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant disabilities have shown progress on the state academic standards. Powdersville Elementary houses a Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Third grade students who took PACT-Alt: 2005: 0 2006: 0 2007: 2 2008: 1/PASS-ALT: 2009: 1)

- Over the 5 year period the students demonstrated an increase the percentage of students scoring proficient and advanced.

- The African American students have demonstrated constant improvements in the prof/adv and adv totals.

- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.

Subject: Reading

Test: Palmetto Assessment of State Standards/Palmetto
Grade: 3 Achievement and Challenge Test/Palmetto Assessment of
State Standards

Edition/Publication Year: PASS
2009/PACT 2008-2005

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	76	80	63	71
PASS=Exemplary/PACT=Advanced	62	22	21	8	11
Number of students tested	179	188	117	126	119
Percent of total students tested	100	98	99	99	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	84	50	60	50	56
PASS=Exemplary/PACT=Advanced	44	8	10	6	6
Number of students tested	57	40	42	36	36
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	88	46	70		
PASS=Exemplary/PACT=Advanced	25	0	10		
Number of students tested	24	13	10		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	80				
PASS=Exemplary/PACT=Advanced	20				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes: Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant disabilities have shown progress on the state academic standards. Powdersville Elementary houses a

Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Third grade students who took PACT-Alt: 2005:0 2006: 0 2007: 2 2008: 1/PASS-Alt: 2009: 1)

- Constant improvement in ELA prof/adv performance and advanced for entire group except for the during the 2006 school year
- Over the 5 year period improvements in free/reduced student performance
- Constant improvement for white students except for the 2006 school year
- Since the emergence of the African American subgroup the students have improved prof/adv and the percent of students scoring advanced
- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.

Subject: Mathematics

Test: Palmetto Assessment of State Standards/Palmetto
Grade: 4 Achievement and Challenge Test/Palmetto Assessment of
State Standards

Edition/Publication Year: PASS
2009/PACT 2008-2005

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	61	67	60	66
PASS=Exemplary/PACT=Advanced	39	31	29	13	40
Number of students tested	193	173	137	125	104
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	78	35	54	46	50
PASS=Exemplary/PACT=Advanced	22	10	12	3	27
Number of students tested	51	48	41	35	22
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	79	31	27		
PASS=Exemplary/PACT=Advanced	7	6	0		
Number of students tested	14	16	11		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes: Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant disabilities have shown progress on the state academic standards. Powdersville Elementary houses a

Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Fourth grade students who took PACT-Alt: 2005: 1 2006: 0 2007: 1 2008: 2 /PASS-Alt: 2009: 1)

- Over five year period the entire group improved the percentage of students scoring prof/adv
- Over five year period the free and reduced lunch students have improved in prof/adv
- Constant growth for white students except for the dip in 2008 for prof/adv percentages
- Constant growth for African American students in prof/adv and adv percentages
- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.

Subject: Reading

Test: Palmetto Assessment of State Standards/Palmetto
Grade: 4 Achievement and Challenge Test/Palmetto Assessment of
State Standards

Edition/Publication Year: PASS
2009/PACT 2008-2005

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	93	77	60	60	58
PASS=Exemplary/PACT=Advanced	56	16	10	32	3
Number of students tested	192	173	137	125	104
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	86	52	45	43	41
PASS=Exemplary/PACT=Advanced	44	4	5	3	5
Number of students tested	50	48	40	35	22
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	71	56	27		
PASS=Exemplary/PACT=Advanced	7	13	0		
Number of students tested	14	16	11		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes: Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant disabilities have shown progress on the state academic standards. Powdersville Elementary houses a

Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Fourth grade students who took PACT-Alt: 2005: 1 2006: 0 2007: 1 2008: 2 /PASS-Alt: 2009: 1)

- For the entire grade constant growth in prof/adv percentages
- Constant growth in prof/adv percentages for students with subsidized meals
- Constant growth in prof/adv percentages for white students except for the dip in 2007
- Constant growth in prof/adv percentages for African American students
- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.

Subject: Mathematics

Test: Palmetto Assessment of State Standards/Palmetto
Grade: 5 Achievement and Challenge Test/Palmetto Assessment of
State Standards

Edition/Publication Year: PASS
2009/PACT 2008-2005

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	89	48	44	54	46
PASS=Exemplary/PACT=Advanced	41	21	16	31	20
Number of students tested	177	151	139	114	138
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	78	26	31	28	26
PASS=Exemplary/PACT=Advanced	26	3	2	17	11
Number of students tested	50	34	42	29	35
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	71	8	20		
PASS=Exemplary/PACT=Advanced	29	0	0		
Number of students tested	14	12	10		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes: Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant disabilities have shown progress on the state academic standards. Powdersville Elementary houses a

Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Fifth grade students who took PACT-Alt: 2005: 0 2006: 1 2007: 0 2008: 0 /PASS-Alt: 2009: 2)

- From the beginning to the end of the five year period all subgroups experienced improvements in math for students scoring proficient and advanced and students scoring advanced.

- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.

Subject: Reading

Test: Palmetto Assessment of State Standards/Palmetto
Grade: 5 Achievement and Challenge Test/Palmetto Assessment of
State Standards

Edition/Publication Year: PASS
2009/PACT 2008-2005

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	42	51	48	41
PASS=Exemplary/PACT=Advanced	53	8	5	5	2
Number of students tested	177	151	139	114	138
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	80	27	27	32	14
PASS=Exemplary/PACT=Advanced	38	0	0	0	0
Number of students tested	50	34	41	28	35
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	86	0	10		
PASS=Exemplary/PACT=Advanced	36	0	0		
Number of students tested	14	12	10		
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. Limited English Proficient Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
6. Largest Other Subgroup					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

Notes:

Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the Palmetto Achievement Challenge Test–Alt. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. This committee may opt for the PACT–Alt, which is a portfolio year-long assessment administered to provide evidence that these students with significant

disabilities have shown progress on the state academic standards. Powdersville Elementary houses a Trainable Mentally Disabled class consisting of pre-school through fifth grade students. The third through fifth grade students in the TMD class are assessed using PACT-ALT (2005-2008) or PASS-ALT (2009). (Fifth grade students who took PACT-Alt: 2005: 0 2006: 1 2007: 0 2008: 0 /PASS-Alt: 2009: 2)

- Overall ELA constant improvements in the percent proficient and advanced except for the 2008 year
- Overall constant improvements in the percent of students scoring advanced in the free and reduced category
- From the beginning of five year period the percentage of free and reduced students scoring proficient and advanced has increased
- Constant improvement in the percent of white students scoring advanced
- With the implementation of PASS, African American students experienced improvements in the percentage of students scoring advanced on both math and ELA
- Discrepancies between percent of total students tested and students alternatively assessed are due to medical exemptions.