

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

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

Name of Principal: Mrs. Leanne Sheppard

Official School Name: Charles Pinckney Elementary School

School Mailing Address:  
3300 Thomas Cario Blvd.  
Mt. Pleasant, SC 29466-6981

County: Charleston    State School Code Number\*: 1001102

Telephone: (843) 856-4585    Fax: (843) 856-4594

Web site/URL: www.ccsdschools.com    E-mail: leanne\_sheppard@charleston.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. Nancy McGinley

District Name: Charleston County School District    Tel: (843) 937-6318

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: Ms. Ruth Jordan

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

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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 2003.
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)	49	Elementary schools (includes K-8)
	14	Middle/Junior high schools
	17	High schools
		K-12 schools
	<b>80</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7099

**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. 5 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			0	6			0
K			0	7			0
1			0	8			0
2			0	9			0
3	148	153	301	10			0
4	166	158	324	11			0
5	166	175	341	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							966

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
7 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
86 % White  
2 % 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: 8 %

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.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1.	933
(5)	Total transferred students in row (3) divided by total students in row (4).	0.076
(6)	Amount in row (5) multiplied by 100.	7.610

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 20

Number of languages represented: 7

Specify languages:

Spanish, German, Korean, Vietnamese, Russian, French, and Japanese

9. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 170

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: 8 %

Total Number of Students Served: 77

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>36</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>58</u>	<u>2</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 27 :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%	96%
Daily teacher attendance	95%	96%	97%	95%	94%
Teacher turnover rate	8%	25%	26%	26%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate in the three-year period from 2005-2008 was affected by several teachers retiring and numerous teachers choosing to stay home with their new babies. Further, in 2008, the district increased class size which resulted in the need for fewer teachers.

We suspect that the teacher attendance rate declined in the 2004-2005 year because many of our teachers are parents of young, school -age children who had frequent illnesses during that time.

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

## PART III - SUMMARY

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Excellence is not only our standard at Charles Pinckney Elementary School; it is a state of mind and an expectation of the community we serve. Our school is part of a three-school campus, nestled within 100 acres of land and surrounded by woodlands. The campus is located within a multi-neighborhood community with sidewalk-lined streets, making it convenient for our students to walk or bike to school. Recognized by the South Carolina Department of Education with an absolute rating of ‘excellent’ since our doors opened in 1999, Pinckney Elementary is located in Mt. Pleasant, SC and serves 975 students in grades 3-5. Our mission is carried out daily by our exceptional faculty and staff; fifteen of our teachers are National Board Certified, 60% hold Masters Degrees or higher and 100% are considered Highly Qualified as mandated by the No Child Left Behind Legislation.

At Pinckney Elementary, our mission is *to provide each student with an extensive range of educational opportunities in a nurturing environment. The staff and faculty, in partnership with families, ensure a healthy balance of rigorous instruction, extracurricular activities, and social opportunities for our students.*

Providing an *extensive range of educational opportunities* ensures that each child’s educational needs will be met. Having received the Award for Closing the Achievement Gap, Pinckney teachers embrace instructional challenges, no matter how diverse or exceptional. This philosophy is the driving force among Pinckney’s highly motivated team and is evident through the assortment of rigorous learning opportunities offered at our school, such as: single gender education, flexible grouping, differentiated instruction and before or after school tutoring sessions. Because it is our belief that all children can and will learn, the faculty and staff at Pinckney Elementary further promote multiple learning opportunities through the arts. Teachers frequently infuse the arts within the regular curriculum. On any given day while walking the halls, visitors can hear students belting out songs about the Revolutionary War, parts of speech or landforms. Acting, dancing and miming are also commonly spotted within our classrooms to further enhance learning and retention. Teachers employ research-based instructional methods daily to make sure every child has an opportunity to serve as an active participant in our learning community.

Pinckney Elementary values its *partnerships* with its parents and community members as a reciprocal process. Our community, families, faculty and staff are committed to high-quality education. Pinckney partnerships are vital to the school’s success. Our PTO pioneered a technology drive, which outfitted every class with a SMARTboard. In addition, community members frequently volunteer to serve as guest readers and speakers. In turn, Pinckney’s Student Council has ‘adopted’ a local retirement home, which students visit monthly. Our school also sponsors a team for the Buddy Walk, which raises money for Down Syndrome research. We have yearly participation in the Relay for Life, Christmas Commandos, Pennies for Patients and a pajama drive for a local orphanage.

At Pinckney we understand the importance of *balancing a rigorous curriculum with extracurricular activities and social opportunities for our students.* Students have a variety of extracurricular activities from which to choose including: the Chess Club, Student Council, the Ecology Club, Percussion Ensemble, Drama Club, girls’ and boys’ basketball teams and Writer’s Cramp. Social opportunities are numerous as well. Throughout the year, parents, students and staff members enjoy The Harvest Ball, The Oyster Roast, The Festival of Books, Family Reading Night, Art Night and Family Math and Science Night. Pinckney’s persistent pledge to excellence has and will continue to develop productive, responsible citizens and life-long learners.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In accordance with the Education Accountability Act, the South Carolina Department of Education implements a state-wide testing program for students in grades three through eight. Prior to the 2008-2009 school year, students were assessed with the Palmetto Achievement Challenge Test (PACT). Last year, the state adopted a new testing program known as the Palmetto Assessment of State Standards (PASS). The annual state-mandated test is aligned to our state standards and includes tests in writing, English language arts, mathematics, science, and social studies.

The student performance indicators for the PACT test are as follows:

**PACT Advanced:** The student exceeds grade level expectations.

**PACT Proficient:** The student has met grade level expectations.

**PACT Basic:** The student has met minimum grade level expectations.

**PACT Below Basic:** The student has not met minimum grade level expectations.

In the spring of 2009, the new PASS program created changes in the scoring terminology. The performance indicators for PASS are as follows:

**PASS Not Met:** The student did not meet the grade level standard.

**PASS Met:** The student met the grade level standard. (This is the equivalent of Proficient on PACT.)

**PASS Exemplary:** The student has demonstrated exemplary performance in meeting the grade level standard. (This is the equivalent of Advanced on the PACT.)

A five-year overview of our school-wide data depicts steady gains in both reading and math for all grade levels. The subgroup data indicates tremendous growth for the third grade African American population in both reading and math. This subgroup displayed substantial growth from 52 % to 92% proficient and advanced in reading and from 12% to 60% proficient and advanced in math over a five-year period. Fourth graders from our lower socio-economic subgroup demonstrated significant progress over the five-year span in the area of math, as shown by their 45 % increase in the proficient and advanced categories. Most notable is the increased performance of both the African American and economically disadvantaged student groups in fifth grade. These subgroups have shown tremendous growth in both reading and math during the last five years.

While we recognize the positive growth of the African American and impoverished student subgroups, we also acknowledge that the achievement gap between racial and socio-economic subgroups still exists. Therefore, this remains a prime target area for improvement.

For the past six consecutive years, Pinckney Elementary has celebrated an *Absolute Rating* of **Excellent** on our state report card. In addition, we have maintained our *Improvement Rating* of **Excellent** for two consecutive years. Since the inception of AYP requirements, Pinckney has never failed to meet 100% of the AYP targets. In addition, our school has been recognized by the South Carolina State Department of Education for closing the achievement gap for our African American and impoverished students. For eight

successive years, we have received the Palmetto Gold Award for our students' outstanding performance on statewide tests. Pinckney was also selected as a Palmetto Gold Showcase School 2006-2007.

Additional information on the South Carolina state assessment system can be located at <http://ed.sc.gov/>.

## **2. Using Assessment Results:**

At Pinckney Elementary, using assessment results is the key to planning and differentiating instruction. Using formal assessments such as PASS, (PACT), MAP, Olsat, Cogat, and STAR enables us to clearly see students' strengths and weaknesses. We can then use a variety of instructional methods and teaching strategies to meet the needs of our students.

Pinckney also uses assessment in conjunction with RTI (Response to Intervention) data. Students who are in the intervention process (Core), or scored "Not Met" in reading, math, or writing on the PASS test are taught skills in small groups by a certified teacher. DIBELS, AIMSweb for Computation and Comprehension, and Fuchs Math Concepts and Application are administered weekly to provide data regarding growth and needs. District and national norms are used to guide goals and progress.

MAP results are used to place students into flexible groups ("flex"). Students are grouped according to MAP RIT bands in both math and reading. Every staff member in our school participates in teaching RIT band instruction, therefore, creating small groups of students. Prior to MAP testing, students conference with their teachers and set MAP goals using the Student Goal Setting Sheet. For those students who have difficulty reaching their goals, classroom teachers have created after school tutoring groups. Math clubs, "Writer's Cramp Club", and reading book clubs are offered weekly by teachers to assist children who require additional support in academic areas. Where assessment results indicate a need for enrichment opportunities, Pinckney offers Book Studies, Math Aces, Parent/Child Book Clubs and even participation in a higher grade level.

## **3. Communicating Assessment Results:**

At Pinckney, we pride ourselves in communicating assessment data to all stakeholders. At the beginning of the year, parents are invited to orientation sessions where teachers discuss the MAP assessment program, how it is administered throughout the year and how the results will be used. Additionally, in the fall of each year, individual parent-teacher conferences are held to share and discuss each child's MAP data and writing assessment results. During this conference parents receive a copy of their child's report card as well as graphs that show how their child's performance on the MAP test compares to other students throughout the district and nation. Pinckney teachers are committed to conferencing with 100% of our parents. Throughout the year, parents receive weekly or bi-monthly folders with current averages and graded papers. Interim reports are also sent home and communicate the child's average in each core curriculum subject. Our annual school report card and the School Improvement Council Report to Parents are distributed and posted on our website to further communicate school-wide assessment results. Pinckney Elementary regards the community as a valued stakeholder and we share assessment data with community members by publishing our state-mandated test results in local newspapers. Furthermore, our principal reports state assessment information with members of the PTO and the School Improvement Council. At Pinckney we recognize that our students are stakeholders as well. MAP and PACT/PASS data are communicated with each child individually. Students feel empowered as they set personal achievement goals. Our school maintains an open door policy with all stakeholders to insure that assessment results are clearly communicated to all facets of our population. This belief further demonstrates our commitment to serving all children and keeping parents and community members actively informed.

## **4. Sharing Success:**

It has been said, "People have been known to achieve more as a result of working with others rather than against them". We believe this whole heartedly at Pinckney Elementary and know that by sharing our

successes with other schools it benefits the education of all students and fosters pedagogy. Pinckney's staff is actively involved in sharing successes throughout the district, state and the country. Our principal attends annual performance reviews with the district superintendent where data-based school successes are shared. In addition, our principal actively serves as a mentor for new and aspiring principals within the district.

Our teachers welcome opportunities to serve as models in education. When Pinckney first implemented flexible grouping based on MAP data, educators from across the country visited our school to observe our program for differentiation. Several of our National Board Certified teachers serve as facilitators for those seeking certification. Two of our teachers act as district representatives in creating Social Studies curriculum support documents that are aligned with our state's standards. Master teachers are often invited to conduct professional development workshops throughout the district. Because of our success in closing the achievement gap in writing, several of our teachers were recruited to create and instruct a Saturday writing camp for a neighboring school.

Pinckney pride is evident as we share our successes with the community through 'good news' stories and photographs which are published in our local newspapers and on the district's website. We have also established a "Look Who's in the News" bulletin board to showcase the many featured stories that have been published. Furthermore, our PTO shares Pinckney successes through their newsletters, which are distributed to over 900 families. At Pinckney, we understand that sharing successes results in positive outcomes for all children and educators.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Pinckney Elementary, we believe that exemplary instruction means integrating all content areas throughout the curriculum including the visual and performing arts. During language arts and reading, all classrooms use a variety of approaches to ensure students are capable of reading at or above grade level. Time is spent each day with word study to teach phonics and spelling patterns. When observing the reading block in any Pinckney classroom, visitors will see teacher-directed reading, guided reading, and independent reading. Reading is celebrated throughout the school year with a variety of events to motivate students. A school-wide incentive for reading is Starbooks Café, which is housed in the media center. Students earn the privilege to visit Starbooks and enjoy a special snack while reading.

Throughout the year we hold special events that integrate reading, writing, and the arts. Each spring we have a school-wide Poetry Slam, where children are given the opportunity to perform a poem, many of which are original works by the students. Reader's Theater performances occur often in many classrooms, as well as students writing and performing their own plays. The third grade incorporates reading, writing and drama as the students create The Living Wax Museum based on heroes studied in their social studies curriculum.

Writing is a key component of the language arts block. Many classes have embarked on writing marathons where students write in small groups around the school to improve writing fluency and response skills. There are often authors' celebrations, including authors' teas, hardback book publications, and performances. Spelling and grammar skills are taught as the editing step during the writing process. These skills are assessed within paragraphs as opposed to the traditional oral spelling tests. A writing workshop approach is used in many classrooms where children are given the freedom to choose their own genres. The Six Traits of Writing guides students as they produce the "Lighthouse News," a school-wide newspaper.

In math, teachers plan lessons incorporating the SC curriculum standards. We have recently adopted the Everyday Math series which provides a spiral approach to teaching math including games and hands-on opportunities. Additionally, teachers supplement with activities from NCTM, Marilyn Burns, and SMART technology. A variety of special math events are planned to excite students. Family Math and Science Night occurs each spring where students and their families come into the school to participate in hands-on science and math activities. Third grade teachers plan a math day for the students to play games focusing on specific MAP RIT bands.

In science, we use the FOSS kits. The inquiry method is used to encourage students to investigate a problem, write hypotheses, and test their theories. We have a science lab that teachers can utilize for additional materials or space when experimenting. Teams of teachers write their own songs to link to the science curriculum. For example, the students will sing the "Phases of the Moon" song in drama while learning about moon phases in the regular classroom. We conduct a science fair, which is supported by students and professors from the College of Charleston. College students observe student experiments and give advice.

The related-arts teachers meet frequently with classroom teachers to integrate standards across the curriculum. In music, the students sing about sound, weather, and the Underground Railroad to reinforce science and social studies standards. In art, the students create African clay masks when learning about the Underground Railroad in social studies and create tessellations during classroom studies of geometry. During PE, students learn specific exercises designed to improve memory.

All lessons are created in order to teach students to think at higher levels. Teachers have spent a great deal of time learning about the levels of Bloom's revised taxonomy and teach students to think at the evaluating and creating levels. By providing a rigorous curriculum, we prepare students for lifelong learning.

## 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

In keeping with our district's highest educational priority, Pinckney places literacy at the pinnacle of instruction. Our integrated, balanced literacy program promotes *phonemic awareness, phonics, fluency, vocabulary development, and comprehension*. All teachers have had literacy training and provide individualized intervention and differentiated instruction based on MAP test results. Specific reading goals are set for individual students at all levels.

Students develop strong reading habits through a myriad of guided and independent reading approaches. Teachers encourage creative thinking and guide students to make real-life applications as they read. Based on brain research, teachers understand that memorable comprehension occurs when reading is connected with emotional responses and dramatic movement. Students benefit from these tactics through reader's theater, re-enactments, and song and dance. Students respond favorably to literacy activities like The Living Wax Museum, Poetry Slam, Fall Character Parade, and Story-Telling Festival, which encourage students to absorb and apply literacy, appealing to multiple intelligences. Reciprocal Teaching methods used in the classroom allow for all children to participate in the learning/teaching process, encouraging students to read and listen for meaning even as other students are reading. Students develop a vast vocabulary using phonics, spelling patterns, sight words, word walls, visual clues, context clues, and etymology. A variety of fiction and nonfiction-reading materials are available for all students including the multi-genre *Trophies* reading series, book sets for literature circles from our leveled library, and extensive classroom libraries that connect to informational/research/data-driven texts. Technological venues such as on-line newspapers, *Capstone Interactive Library, Brain Pop, Education City*, and audio books provide audio-visual clues to students on all Lexile levels.

Related-arts teachers support literacy by planning units with classroom teachers, and they mentor small groups of at-risk students by providing needed academic and emotional support. Parents partner in literacy by modeling life-long patterns of reading at home, participating in school-wide literacy events, and being aware of classroom curriculum via frequent communication.

## 3. Additional Curriculum Area:

Social Studies curriculum is addressed throughout the school resulting in high PASS scores. Utilizing the coherent curriculum and support documents, our faculty teaches beyond the text through the use of non-fiction trade books and activities such as authentic reenactments, The Living Wax Museum, Reader's Theater, *Choose Your Own Adventure* series, and student-created games. Teachers make content come alive with technology including SMART Board lessons, virtual field trips, Google Earth, eStreaming video segments, Photo Story, and web quests. Collaboration with related-arts teachers results in research lessons, pottery, multicultural art projects, mock trials, and songs related to the time period of study.

Each grade level holds a culminating celebration whereby students experience life as it happened for the persons and places they are studying. The "Taste of South Carolina" is a one day event during which third graders visit stations to gain understanding of life as a South Carolinian from colonization to the late 19<sup>th</sup> and 20<sup>th</sup> Centuries. Fourth graders enjoy "Colonial Day" during which students walk in the shoes of children from the colonial times. "Dancin' Through the Decades" is a fifth grade celebration featuring games, foods, clothing styles, movies, sitcoms, and popular dances of eras from our past. The Geography Bee is also held each year for our fifth graders.

Participation in local and national Social Studies related competitions allows Pinckney students and teachers to showcase their knowledge. Teachers compile activities and lessons correlated with state standards for district-wide use. One of our very own teachers was awarded the Palmetto Award for Outstanding Social Studies Instruction. In addition to boasting winners of the Lieutenant Governor's writing contest, a fifth-grade

student recently won the Daughters of the American Revolution essay contest. With such an extensive range of educational opportunities, Social Studies instruction at Pinckney Elementary is top notch.

#### 4. **Instructional Methods:**

Two guiding principles of instruction at Pinckney are differentiation and rigor. One strategy is the use of our extensive leveled library. Students are grouped according to Lexile levels as determined by MAP testing; book sets and instructional techniques commensurate with Lexile levels are selected for guided and independent reading. Our math curriculum provides for readiness and enrichment activities, so that teachers are free to work in small groups with materials that are appropriate for students' achievement.

Years ago Pinckney initiated a school-wide flexible grouping program (flex). When the program was first implemented, students were grouped within their grade level on their performance level for thirty minutes a day. Teachers provided students with remediation, practice, or enrichment in math and reading. Flex has evolved into differentiated instruction within classroom but groups remain flexible and continue to change according to test scores. Many materials are teacher-created and designed according to Descartes differentiation standards from NWEA. Games, puzzles, reading selections in content areas, and math problem-solving mysteries – all different from regular classroom instruction – are typical activities during flex. Parent volunteers meet with small groups and related arts teachers mentor at-risk students, as well.

Other modifications available at Pinckney include single-gender classes and a Learning Lab for our mentally-challenged students, who are mainstreamed into regular classrooms. Our Interventionist schedules math and reading remediation with children whose test scores are lower than the 25th percentile. Our Core team meets when necessary to address concerns and to design strategies to reach students who are not meeting standards. We also have three teachers who provide enriched instruction for gifted and talented students. Teachers volunteer for after-school tutoring and sponsor book, poetry and writing clubs. Our staff provides many opportunities to ensure that instruction meets rigorous standards for all students.

#### 5. **Professional Development:**

Educator quality has been shown to be the most important factor in student achievement, which is why we are especially proud that all of our teachers are highly qualified. Due to our history of high achievement, we are granted autonomy by the Charleston County School District to create staff development that meets specific school needs. Teachers and staff members are surveyed throughout each year. The survey results guide the topics and planning for professional development. Teachers are given the opportunity to choose sessions that most benefit their instruction or professional growth needs.

Teachers work collaboratively on curriculum teams to enhance student achievement. Teams meet weekly, and involve the administration, special education teachers, and related-arts teachers to advance student achievement. Teams of teachers have created professional book clubs so that they can stay abreast of best practices in education. One group is currently reading *The Courage to Teach* by Parker Palmer. We believe our best professional development comes from each other.

Many of our teachers present at national and state conferences, including the National Council of Teachers of English conference, National Writing Project conference, the South Carolina Formative Assessment conference, the CCSD Leadership Conference and the South Carolina International Reading Association conference. Additionally, teachers have attended conferences on the following topics: Core, Response to Intervention, Darkness to Light abuse awareness training, SMART Board, Brain Research, Single Gender, School Librarians, Gifted and Talented, and Lexile levels. Teachers often spend the summers taking and teaching graduate courses on a variety of topics, including Reading Instruction, Writing Workshop, SMART Board technology, Podcasting, and Motivating Reluctant Learners. Teachers are granted the opportunity to attend conferences with the expectation that they return to share that information with other faculty members, so we all benefit from each others' attendance.

## 6. **School Leadership:**

Leadership at Pinckney Elementary is one of shared ownership that is built around strong relationships among all stakeholders. We recognize that although our school has two administrators, there are many leaders within our organization. Teachers, parents, community members, and students have the opportunity to affect change through their participation in decision-making processes at the school level. This collaborative approach to leadership cultivates accountability and fosters a sense of community within our school.

The administration communicates clear goals and policies, guides the school based decision-making team, and manages the day-to-day operation of the school. Because expectations are explicitly conveyed and the staff has proven to be highly effective in carrying them out, the principal has established relationships with her teachers that are best described as collegial and supportive as opposed to hierarchal in nature. This leadership structure provides the means and the flexibility for teachers to accomplish their instructional goals with students.

The administrators ensure that decisions regarding our programs and resources are data driven and aligned with our School Improvement Plan. The principal stays abreast of best practices and ensures that the staff receives necessary training and resources to implement highly effective instruction. Further, professional development plans are designed with input from the instructional staff; the administration is supportive of initiatives introduced by faculty members.

Building and maintaining partnerships with our stakeholders are vital elements to our success. The principal's visibility, accessibility, and involvement create a warm and inviting atmosphere for our students and parents. She can be seen greeting children in the morning car line, visiting classrooms, giving tours of the school and even teaching classes. The School Improvement Council, PTO, and the Student Council meet regularly with the administration to generate ideas that will further enhance and support our school's programs and initiatives. Working collectively with stakeholders, the administration at Charles Pinckney Elementary sustains an environment of academic excellence for all students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PACT/PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS) Publisher: South Carolina's State Assessments

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	66	57	62	62
% Advanced	70	36	21	26	25
Number of students tested	306	308	281	228	236
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	74	22	25	27	24
% Advanced	56	4	4	4	10
Number of students tested	35	28	28	26	21
<b>2. African American Students</b>					
% Proficient plus % Advanced	60	22	21	27	12
% Advanced	36	9	4	12	0
Number of students tested	25	23	24	26	25
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	71	38	29	55	31
% Advanced	32	21	5	27	13
Number of students tested	28	29	21	11	16
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)

Subject: Reading

Grade: 3

Test: PACT/PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS) Publisher: South Carolina's State Assessments

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	85	84	79	83
% Advanced	83	32	23	28	15
Number of students tested	305	307	280	227	236
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	57	64	42	52
% Advanced	49	4	11	0	5
Number of students tested	35	28	28	26	21
<b>2. African American Students</b>					
% Proficient plus % Advanced	92	57	63	50	52
% Advanced	48	0	0	12	4
Number of students tested	25	23	24	26	25
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	89	45	38	46	50
% Advanced	54	17	5	27	6
Number of students tested	28	29	21	11	16
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)

Subject: Mathematics

Grade: 4

Test: PACT/PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS) Publisher: South Carolina's State Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	82	80	75	69
% Advanced	69	55	57	45	31
Number of students tested	333	278	237	247	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	58	26	42	26
% Advanced	32	19	9	19	7
Number of students tested	28	31	23	31	27
<b>2. African American Students</b>					
% Proficient plus % Advanced	61	50	36	35	21
% Advanced	28	18	16	0	8
Number of students tested	18	22	25	26	24
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	59	43	73	47	55
% Advanced	31	24	46	24	14
Number of students tested	29	21	11	17	22
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)

Subject: Reading

Grade: 4

Test: PACT/PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS) Publisher: South Carolina's State Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	82	81	80	70
% Advanced	71	13	15	20	11
Number of students tested	332	277	236	247	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	68	61	44	45	30
% Advanced	50	0	0	10	4
Number of students tested	28	31	23	31	27
<b>2. African American Students</b>					
% Proficient plus % Advanced	61	59	52	38	29
% Advanced	22	0	0	4	8
Number of students tested	18	22	25	26	24
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	45	38	55	29	41
% Advanced	35	5	9	0	5
Number of students tested	29	21	11	17	22
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)

Subject: Mathematics

Grade: 5

Test: PACT/PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS) Publisher: South Carolina's State Assessments

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	79	72	62	61
% Advanced	60	52	45	36	33
Number of students tested	310	267	265	236	245
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	90	45	38	32	39
% Advanced	21	17	24	14	19
Number of students tested	38	29	21	28	31
<b>2. African American Students</b>					
% Proficient plus % Advanced	76	52	21	17	29
% Advanced	24	26	13	13	10
Number of students tested	25	27	24	23	31
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	73	40	39	43	36
% Advanced	28	27	22	19	23
Number of students tested	26	15	18	21	22
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)

Subject: Reading

Grade: 5

Test: PACT/ PASS

Edition/Publication Year: 2004-2008 (PACT) 2009 (PASS)

Publisher: South Carolina's State Assessment

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	67	67	68	60
% Advanced	62	10	7	9	5
Number of students tested	191	267	263	235	244
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	84	17	43	32	26
% Advanced	32	0	0	4	0
Number of students tested	38	29	21	28	31
<b>2. African American Students</b>					
% Proficient plus % Advanced	84	30	42	26	23
% Advanced	28	0	4	4	23
Number of students tested	25	27	24	23	31
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	65	27	17	38	18
% Advanced	19	7	0	0	5
Number of students tested	26	15	18	21	22
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PACT performance levels: Below Basic, Basic, Proficient, Advanced

In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS).

PASS performance levels: Not Met, Met, Exemplary (Met is comparable to Proficient on PACT; Exemplary is comparable to Advanced on PACT.)