

PART I - ELIGIBILITY CERTIFICATION

11SC2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 15 Elementary schools
 (per district designation) 5 Middle/Junior high schools
4 High schools
0 K-12 schools
24 Total schools in district
2. District per-pupil expenditure: 7856

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	4	9	13		6	0	0	0
K	19	20	39		7	0	0	0
1	15	19	34		8	0	0	0
2	18	20	38		9	0	0	0
3	16	13	29		10	0	0	0
4	24	15	39		11	0	0	0
5	9	20	29		12	0	0	0
Total in Applying School:								221

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
3 % 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 2009-2010 school year: 10%

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, 2009 until the end of the school year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2009	221
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 2

Specify languages:

The languages represented are Spanish and French.

9. Percent of students eligible for free/reduced-priced meals: 73%
 Total number of students who qualify: 161

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This is the poverty indicator for Holly Springs Elementary, which includes students receiving subsidized meals and students on Medicaid.

10. Percent of students receiving special education services: 23%
 Total number of students served: 50

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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>3</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>25</u>	<u>11</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	97%	98%	95%	97%	97%
Teacher turnover rate	6%	9%	9%	7%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rate percentages do not reflect actual teacher turnover. These numbers are a reflection of reduction in force due to state and local budget shortfalls.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Holly Springs Elementary has approximately 220 students and serves K-4 through 5th grade, making it one of the smallest schools in the district. The staff includes 25 full-time employees and 11 part-time employees. While proud of the rich heritage of the community, many families are products of generational poverty. The poverty index is 73% which includes students receiving subsidized meals and students on Medicaid. The majority of parents lack higher education along with the means or knowledge for obtaining skills, such as computer and communication skills, literacy, and even the acquisition of a GED that are required in today's workforce. With the current economic state in South Carolina, many of the parents who are self-employed or work in the agricultural industry have faced unemployment with no assurances of financial stability.

Holly Springs Elementary is located in the upstate of South Carolina near the Cherokee Foothills Scenic Byway in one of the most beautiful areas of our state. Although many families have called this area home for generations, there are residents from across the United States now choosing to make the Holly Springs community their home. The student population exemplifies this trend with 19% of our students attending Holly Springs Elementary through a school choice program.

The mission of Holly Springs Elementary is to work as a team, involving teachers, parents and citizens of the community to promote the growth of confident and responsible life-long learners and future community leaders. This collaborative effort and shared responsibility have proven over the years to earn Holly Springs Elementary a reputation for academic excellence.

Through the years, Holly Springs Elementary has seen many changes in its facility. Originally built in 1954, the facility has undergone two major addition/renovation projects. The first, completed in 1997, brought a multipurpose room for physical education and school wide programs. The most recent project was completed in August of 2009. As part of a \$315,000,000.00 district wide building plan, students at Holly Springs Elementary now have a computer lab, art room, music room, media center, secure entrance to the building and state of the art kitchen. Prior to the most recent building program, meals were prepared for students, faculty and staff using a 1954 GE range oven. Technology upgrades were also part of the building program and included Promethean boards, updated IP phone system with call back capability, wireless internet access along with electronic bulletin boards. We continue to see an enormous impact on the delivery of our educational program as we now have the facility to support our academic needs, while keeping our children safe.

We support our students in building success beyond the classroom. Through programs such as Zest Quest Wellness, Young Appalachian Musicians, School Garden Club and Good News Club (a faith-based organization supported by local churches) students are afforded the opportunity to participate in any of these at little or no cost. In addition, many children and families receive support from the Cliffs' Residents Outreach Program, a non-profit organization, which provides solutions to needs which cannot be resolved through normal channels.

Holly Springs Elementary ranks in the top 10% in students achievement in the state of South Carolina. The school's many accomplishments include the prestigious State Palmetto Awards which recognize and award schools with high levels of student achievement and improvement. Holly Springs Elementary is the only school in our district to receive Palmetto Gold Awards for two consecutive years in areas of absolute performance and closing the achievement gap (2009 and 2010). Holly Springs Elementary is also one of a small number of schools in the state who have been recognized for Closing The Achievement Gap every year the award has been offered. In addition, Holly Springs Elementary has met Adequate Yearly Progress every year. Other awards include:

- Palmetto Gold Award 2004, 2008, 2009, 2010

- Palmetto Silver Award 2002, 2003, 2007
- “Closing the Achievement Gap” School 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010
- Pizza Hut “Book It” Program National Winner 2004
- National Winner-Passports 3rd/4th Grade Essay Contest
- Scholastic Book Fairs “Kids Are Authors” First Place National Winner 1998,1999, 2000
- Scholastic Book Fairs Kids Are Authors Honorable Mention 2002, 2003
- Fulbright Memorial Fund Scholarship Winner 2001
- South Carolina Healthy School Award 2008, 2009
- Safe Kids School Award 2008, 2009, 2010

Holly Springs Elementary possesses the qualities necessary to be recognized as a Blue Ribbon School. Current school report cards, PASS (Palmetto Assessment of State Standards), MAP (Measures of Academic Progress) and informal assessment data are used to develop a plan to meet the individual academic needs of our students. Identified strengths and weaknesses are addressed through differentiated instruction, implementation of Individualized Education Plan goals, accelerated programs, small group instruction as well as individual instruction. These research-based practices result in student achievement that has been recognized at both the state and national levels for excellence.

1. Assessment Results:

The pursuit and attainment of excellence at Holly Springs Elementary is evident in the areas of student achievement and growth. The school report card issued by the SC State Department of Education shows that the school has improved ratings in the last five years. Absolute rating reflects the overall achievement of students while the growth rating assesses how individual students grow and improve. The school has been awarded the highest rating of Excellent in both areas for two consecutive years (2009 and 2010).

Steady growth in student achievement is evident when looking at criterion-referenced standardized testing data. Holly Springs Elementary has been recognized by the SC State Department of Education with the Closing the Achievement Gap Award for eight consecutive years.

Students in South Carolina took the PASS (Palmetto Assessment of State Standards) in 2009 and 2010. There are three performance levels for this criterion-referenced test.

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 PACT (Palmetto Achievement Challenge Test) was administered in 2006, 2007 and 2008. There are four performance levels for this criterion-referenced test.

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

Proficient – The student has met grade level expectations and is well prepared for the next grade level.

Basic – The student has met minimum expectations for student performance.

Below Basic – The student has not met minimum grade level expectations and is not prepared for the next grade level.

Trends based on the past five years of data, as reflected in the data tables, consist of steady growth among all students and subgroups. Third grade math scores show steady growth in each category and subgroup. Reading scores for third grade show overall growth among all students, with a slight variance in two separate years. Fourth grade math and reading scores show improvement among each category and subgroup. Reading and math scores for fifth grade show overall growth among all students, with a slight disparity in two separate years. Even though there have been slight fluctuations in overall scores, the number of students scoring Advanced or Exemplary continues to increase. For example, fifth grade reading scores in 2006 went from 0% scoring Advanced on PACT to 63% scoring Exemplary on PASS in 2010. It is noted that percentages can be impacted more significantly by the performance of a single student in a school where a smaller number of students are tested.

School wide data for student performance in math has shown growth in each category and subgroup. Reading performance shows yearly improvement from 2006 to 2009 among students scoring Met and Exemplary. Although scores went down in 2010 from 97% to 95% scoring Met and Exemplary, it should be noted that the percentage of students scoring Exemplary increased from 53% to 59%. Students at Holly Springs Elementary exceeded district and state performance objectives in math

and reading from 2006 to 2010 as reflected on the state issued school report card. In 2006 the grade assignment for over half of the classroom teachers at Holly Springs Elementary was changed. The impact of these changes has had a positive effect on student achievement as seen in our data tables.

Analysis of the most recent year's data shows a 10 percentage point achievement gap in third grade math between all students and the subgroup of free/reduced-price meals/socio-economic disadvantaged students. An achievement gap is also noted in school wide data between all students scoring Exemplary in math and students in the subgroup of free/reduced-price meals/socio-economic disadvantaged scoring Exemplary. MAP (Measures of Academic Progress) data is used to identify specific areas of weakness in an effort to close the achievement gap. These weaknesses are addressed through remediation in small groups, using differentiated instruction, and tutorial programs such as Classworks. Certified staff members, in addition to classroom teachers, are providing supplemental instruction based on the individual needs of students in order to close this achievement gap.

State assessment results may be found using the following links.

<http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>

<http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/SchoolReportCardsByYear.html>

2. Using Assessment Results:

Knowing where you are is essential to knowing the best way to get where you want to go. Holly Springs Elementary strives for academic excellence in every student. Therefore, we use various assessment results to understand where our students are as related to academic performance and progress. Formal and informal assessments are a key part of every classroom at Holly Springs Elementary. Teachers gather informal information from their students each day and use that information to guide future instruction. Monitoring and adjusting is an ongoing process that is invaluable in developing differentiated instructional plans to reach every student.

Formal assessments are also analyzed throughout the school year. Students take MAP (Measures of Academic Progress) three times during the school year. This gives teachers immediate feedback on how students are progressing in math, reading and language arts. Teachers color code this data and place it into a folder to create a visual representation of how their class is progressing. This data is reviewed by administration and our master teacher. They discuss strengths and weaknesses along with any needed adjustments in instruction. During professional development sessions, the analysis of MAP scores this year have led to the development of strategies to help with school wide improvement in the area of building vocabulary. Students are informed about their progress on the MAP test and most are highly motivated to strive to reach the next color coded level. Student performance on MAP during the school year is directly correlated to the student's performance on PASS (Palmetto Assessment of State Standards). PASS is administered in the spring of every school year. Results from this quantitative assessment are reported to the school during the summer. The administration uses these results to determine effectiveness of instruction and staff development needs. Another specific formal assessment, the DRA (Developmental Reading Assessment), is administered at the beginning of the school year to determine student reading levels. We use DRA data to identify students who need additional instruction in reading as well as to form flexible reading groups. Our reading interventionist then works with identified students individually and in a small group setting.

Common planning times, TAP (The System for Teacher and Student Advancement) cluster meetings and meetings with administration allow an opportunity to discuss formal and informal assessment results. Our systematic approach ensures that we can effectively develop a plan to achieve our goal of excellence.

3. Communicating Assessment Results:

Communication plays a vital role in any relationship and a school environment is no exception. Holly Springs Elementary takes pride in having open lines of communication among administrators, teachers, parents, students and members of the community. Student performance, including assessment data, is shared through a variety of formal and informal methods.

Early in the school year, we schedule Open House and grade level parent meetings to allow opportunities for standards and expectations to be discussed. During these meetings, formal state testing, such as MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards), can also be explained. In addition to quarterly student report cards, teachers use weekly newsletters, web sites, and individual student folders to share results of informal classroom assessments with students and parents. Teachers use student portfolios which are useful to monitor progress over time. Monthly school newsletters also include testing information and explanation of scores, as well as recognition of academic accomplishments of students. Student recognition occurs during quarterly award ceremonies to celebrate academic achievement (Honor Roll) and academic improvement (Energizer Award).

Results of formal assessments, such as MAP and PASS are shared on the state, district and school web sites. Students and parents receive a copy of the district/state report cards and individual test scores, along with a letter explaining the results. Local media outlets, including newspapers and television, assist with communicating assessment results to the community. The SIC (School Improvement Council) and PTO (Parent-Teacher Organization) share in communicating results and in turn sponsor celebrations to recognize student success.

Individual student conferences allow scores to be explained and analyzed to establish individual goals. MAP results are color coded by quartile and shared with students. This visual representation encourages students to be self-motivated in setting goals.

At Holly Springs Elementary we carefully analyze all assessment results so we can create a learning environment in which all students can improve and experience success. The open lines of communication strengthen the sense of community that is evident in our school. Holly Springs Elementary is a vital part of a close knit community that takes pride in their school and celebrates the academic achievements of students.

4. Sharing Lessons Learned:

Holly Springs Elementary has a reputation for excellent teaching, with test scores to prove it, and we enjoy sharing our successful strategies with others.

Other schools in our district seek to benefit from the knowledge and experience of our teachers. Teachers from other schools come to observe in our classrooms to learn from our teaching methods and strategies. Some Holly Springs teachers have honored requests from teachers at other schools to offer individual advice on how to deal with issues such as classroom management, curriculum implementation and teaching activities to address specific needs. Our media specialist has facilitated technology based trainings for teachers at various schools as well as the district as a whole.

Our teachers are regularly invited to serve on district level committees. Holly Springs teachers worked with others across the district on curriculum alignment. We helped create district level, grade specific report cards and helped select new textbook series for district adoption. Some of our teachers were asked to present sessions on Balanced Literacy at district level professional development. One teacher helped create a district-wide social studies assessment tool. Another was asked to do a presentation on 'Kidwriting-Teaching Writing in Kindergarten' for the district's elementary principals. One member of our faculty was selected to serve on our district's Early Literacy Task Force. Our reading interventionist assisted with technology training for international education graduate students at a local university. Our administrator, at numerous times, (both formally and informally) has shared effective strategies and

information about student achievement with the local principal's association. Staff members have communicated successful strategies with local non-profit organizations, including faith-based groups.

Holly Springs teachers have been invited to serve on state level committees. One Holly Springs teacher worked with the SC State Department of Education to create social studies lesson plans to coincide with the State Social Studies Standards. Another teacher served on a committee that reviewed test questions and another helped establish the cut scores for the new state level assessments. One of our teachers was invited to participate in the Teaching American History in South Carolina Summer Institute. She then shared the experience with teachers in our district. One member of our faculty presented two sessions at the South Carolina Association of Young Children Conference on Early Care and Education.

Sharing leads to reflection which leads to knowledge. Holly Springs Elementary is a wonderful example of how this knowledge leads to excellence.

1. Curriculum:

With an emphasis on excellence, the faculty and staff of Holly Springs Elementary provide a curriculum that is rich in authentic learning experiences that challenge and train our students to be lifelong learners. The teachers base instruction on the SC Curriculum Standards and use the State Support Documents as a guide to instructional practices and assessment. By using a standards-driven approach and a variety of assessments, instruction is differentiated to meet the needs of each student and creates an atmosphere that promotes the school belief that “all students are our first priority” and “learning and education are life-long processes”.

Reading is a top priority at Holly Springs Elementary. This is evident in the literacy rich environment throughout the school. Using the district Balanced Literacy Model, students are taught not only the fundamentals of reading, but the importance of reading for meaning. The Balanced Literacy Model integrates a Reading Workshop, Writing Workshop, and Word Study. By using these components, students are actively involved in purposeful read-alouds, mini-lessons focused on specific skills, shared reading, guided reading and writing, independent reading and writing, conferencing, literacy work stations, sharing and reflecting. Enthusiasm for reading is evident as the students take part in literacy circles and class discussions. This is further apparent in the analysis of testing data.

Students are challenged with a high quality mathematical program that values problem solving and higher level thinking. Teachers create instructional opportunities for students employing a variety of resources and incorporating spiral review of previous learning. To ensure students at every level are challenged and enriched, Holly Springs Elementary utilizes a hands-on approach focused on understanding concepts rather than rote memorization.

Teachers make social studies come to life through field trips, such as the 2nd grade community field trip to meet local leaders and learn about the valuable services they provide. Teachers incorporate historical novels to enhance and embed social studies. Holly Springs Elementary has also partnered with a local university to provide a multi-cultural program through the annual Around the World Day. After an extensive study of different cultures, Holly Springs students host international college students and are presented with various experiences within their respective culture.

With the common belief that curiosity and inquiry are fundamental in science instruction, teachers include AIMS (Activities Integrating Math and Science) materials and STC (Science and Technology for Children) science kits to allow students opportunities to explore concepts in the standards. Grants have been awarded to enhance the science education through overnight field trips to the coastal area of South Carolina, to purchase weather tools, and to create a community garden maintained by students.

The visual arts program enhances student creativity by incorporating a variety of media and introducing students to an assortment of artistic styles. Student work is recognized through the Artist of the Month and artwork that is displayed in the School District Office, the Pickens County Museum, and Duke Energy's World of Energy Visitors Center.

The music program at Holly Springs Elementary includes a school wide holiday program, a chorus comprised of 4th and 5th graders who attend an annual choral festival sponsored by the district, and a PTO sponsored talent show. Students are instructed in musical programs from a variety of historical time periods, cultures, and instruments, such as the lap dulcimer and recorders. Third - 5th graders have an opportunity to participate in an afterschool music program. In YAMS (Young Appalachian Musicians), students learn the traditional way to play stringed instruments, true to our Southern Appalachian heritage. Instruments include the guitar, fiddle, mandolin, and banjo. This program is partially funded

through the POSAM (Preserving Our Southern Appalachian Music) organization. These students also participate in a variety of community performances.

A rigorous curriculum is in place for the physical education program that sets high standards of excellence to maximize student physical activity. Students also participate in the Zest Quest program that is administered by the Clemson University Youth Learning Institute and places a wellness coach in participating schools to instruct on proper nutrition and healthy habits. Working in conjunction with the Zest Quest program, the health and well-being of the whole child is addressed.

The stakeholders of Holly Springs Elementary take excellence to a higher level. Working as a collaborative group, our faculty and staff address the many needs of our academically diverse students through our curriculum.

2. Reading/English:

The reading program at Holly Springs Elementary is based on Richard Allington's work on designing research-based reading programs. Allington's philosophy reflects our beliefs about how students learn to read. These ideas are incorporated into a Balanced Literacy approach which aligns with our district literacy model and state curriculum standards.

Children need to read a lot if they are to become excellent readers. We provide numerous opportunities for students to read during self-selected reading in classrooms and in the Media Center. Classroom libraries and the Media Center are filled with a rich collection of books and other resources. The media specialist encourages students to read vast amounts of books through reading challenges. Teachers hold conferences with students during self-selected reading to offer support; to check comprehension; and to monitor progress.

Offering students books that are "just right" is another crucial piece of the reading program. Teachers use information gathered from MAP (Measures of Academic Progress) tests, DRA (Developmental Reading Assessment) levels, Accelerated Reader reports and running records to determine the levels from which students should be selecting books. Teachers constantly monitor levels and make adjustments as students make gains. Classroom and library books are leveled to assist children in making selections. Using reading levels, teachers differentiate instruction in small groups.

Students must learn to be fluent readers. Teachers use whole group instruction to model fluent reading. Reading aloud to children is vital to the development of fluency in readers. Classroom teachers, related arts teachers, guest readers, and students read text aloud to model fluency. Choral and echo reading is also used to provide practice in fluency. Students participate in performances such as plays, reader's theatre and puppet shows as a creative way to improve fluency.

Developing thoughtful literacy, which involves making connections, summarizing, analyzing, synthesizing, and evaluating text is the final component. These skills are taught through direct instruction in whole groups and small groups. This begins with exposing children to print in kindergarten and continues through their years at Holly Springs Elementary. School wide professional development is focused on developing varied and high quality questions to challenge readers to dig deeper.

Children who struggle in reading receive remediation through small group instruction in the classroom and with volunteers. Students achieving significantly below grade level are identified using multiple data sources to receive additional instruction in reading through the reading intervention program which serves individual students and small groups.

3. Mathematics:

The mathematics curriculum at Holly Springs Elementary could be described as a patchwork quilt. It has many unique and creative pieces that are sewn together to form a curriculum of excellence. The common thread throughout our math curriculum is the SC Curriculum Standards. The Houghton Mifflin Harcourt textbook series is used across the grade levels. Supplementary textbooks are also used in some grade levels. The School District of Pickens County has recently implemented an accelerated mathematics curriculum for the 4th and 5th grades that is based on the Mentoring Mathematical Minds program. Other programs such as Every Day Counts Calendar Math, Daily Math and AIMS lessons and activities are also used to supplement the math curriculum in all grades. Kindergarten and 1st grade teachers have adapted programs such as Math Their Way and Box It & Bag It to meet the needs of their individual students. Our 4th grade teacher has created her own supplemental units in areas like measurement and geometry to ensure students are provided with authentic experiences in math. These creative pieces of our curriculum ensure the development of higher level thinking skills, problem solving skills and understanding of math in real life situations.

Holly Springs math teachers deliver direct instruction daily. They also incorporate the use of manipulatives, class math centers and cooperative group learning into the math classroom. The Promethean board in the classroom helps to promote an interactive learning environment where every learning modality is accommodated. Students who need additional instruction have many opportunities to further their math understanding and reasoning. Students take the MAP (Measures of Academic Progress) test three times throughout the school year. These results used in conjunction with Des Cartes (a guide to using RIT values) provide the teacher with specific information on areas needing to be remediated with each individual child. We differentiate instruction based on student ability and performance levels. The Classworks computer program develops an individual instruction plan for each student based on their MAP performance. Students practice these math skills once every week using the Classworks program. Remedial small group instruction is provided at every grade level. Our tutorial program incorporates SRA Math and Addison Wesley materials into students' individualized instruction. Teachers also implement creative classroom rewards for improvement in math. The many creative pieces of our mathematics curriculum blend together to create a pattern of excellence.

4. Additional Curriculum Area:

At Holly Springs Elementary, use of technology promotes the growth of confident and responsible life-long learners and future community leaders by providing challenging learning opportunities. Instruction and practice directly align with the mission of our school and integrate International Society for Technology in Education standards. Lessons and activities are planned to guide students to become responsible users of information in this digital age.

Students enter a technology-rich environment at Holly Springs Elementary. Student laptops are available in each instructional space, and teachers share a mobile lab between and among classes. A fixed computer lab is utilized to explore and practice keyboarding skills and basic Microsoft Office skills. Additional times are available for students to work on Classworks, a tutorial program that is matched with student MAP (Measures of Academic Progress) scores, as well as other projects. Each teacher has an instructional laptop. All instructional spaces have wireless internet access, interactive Promethean boards and all teachers participate in professional development sessions to maximize use of current and available technology.

Students participate in project-based learning by using computer programs to create, synthesize and evaluate. Teachers collaborate and cooperate to provide activities utilizing technology for students to extend and enrich learning. Students use Microsoft PowerPoint to create presentations on such topics as weather, the 1920s, alphabet books and holiday traditions around the world. Microsoft Publisher is used to create pamphlets and newsletters on various science and social studies topics. Students recount field trip memories and create autobiographies using Photo Story. A weekly news program, written and produced by students, is broadcast to classrooms to share important school information. Students use

available online databases to practice search strategies and conduct curriculum-based research to enrich and extend learning. All students are instructed in the use of the online catalog in the Media Center to guide self-selected reading as well as offer curriculum support. Through collaborative, project-based learning, students progress through all levels of higher order thinking skills.

In this close-knit community of teachers and instructional assistants, there is an openness and willingness to assist as well as to learn maximum use of technology resources. Inquiry between and among teachers is modeled for students, and they, in turn, are encouraged to learn as well as to help their peers.

5. Instructional Methods:

Because students learn differently and at various rates, it is important for instruction to be differentiated in order to obtain excellence in student achievement. Teachers at Holly Springs Elementary determine strengths and weaknesses of students, use this information to guide planning, and then provide lessons which meet the needs of students with varied abilities and learning styles.

The Observation Survey and DRA (Developmental Reading Assessment) are examples of tools used, especially at the beginning of a new school year, to determine reading levels of students. Interest inventories are helpful to guide planning for the older elementary students. The information helps teachers organize small guided reading groups and literacy circles, utilizing the leveled libraries in classrooms and the school library. Benchmarks aligned with the standards are used to evaluate student progress and determine needs in math, science and social studies.

Grade level planning and vertical teaming help teachers design an instructional program in all areas of the curriculum to meet the needs of all students. The small supportive environment at Holly Springs Elementary enables the teachers to share materials and ideas easily. Guided reading groups, literacy circles, modified spelling lists, flexible grouping, collaborative learning, along with literacy and math stations are examples of how instruction is modified to address student needs. Even when whole group instruction is used, there are individual activities geared toward meeting different needs. The reading interventionist and the resource teacher work closely with the classroom teachers to assure standards are being addressed.

Not only is instruction modified to remediate, but activities and programs are also used to provide enrichment for the more advanced students. Students involved with the Gifted and Talented Program meet weekly and receive instruction through the William and Mary curriculum units which foster higher order thinking skills. The 4th and 5th grade accelerated math classes allow students to also receive challenging assignments which will enrich their regular curriculum. The use of technology has greatly enhanced both the remediation and enrichment programs. Classworks is an example of how the computer lab and technology are used for independent work. Gender-based learning has been utilized through the related arts program. The learning environment in these settings is more conducive to specific learning styles. Because students learn at different rates and by different learning styles, the instruction will continue to be supplemented and modified when necessary, in order to meet their diverse needs.

6. Professional Development:

Educators at Holly Springs Elementary are always eager to grow professionally, even though we have an average of 19 years of experience, ranging from 7-38 years. We attend training at the school, district, state and national levels.

Each classroom in our school has an interactive Promethean board and several student laptops. Our faculty has focused on technology training so we can use these tools to help our students meet state standards. Our entire faculty attended district or school based training on Promethean boards, Power Teacher, Classworks and United Streamline/Videostreaming. Teachers have attended other technology training, including: Activotes, Brainpop, PowerPoint and Digital Storytelling. Teachers and students take advantage of technology in our classrooms daily.

Our district identified balanced literacy as an area of need. Our faculty attended monthly after-school workshops and professional development. We incorporated many of the ideas, based on meeting our state standards, into our teaching. We took this one step further with school level training. Teachers shared ideas and strategies reflecting their areas of strength. For example, our reading recovery teacher shared strategies that she uses with our lowest first graders. Even our related arts teachers, (art, music, PE and guidance) incorporated literacy instruction into their curriculum.

All of our teachers were trained to use Thinking Maps and we have had several follow-up sessions. Classroom teachers were trained and use Every Day Counts Calendar Math and Write From the Beginning. Each grade level has common planning time to allow collaboration as we strive to meet the needs of our children.

This year our faculty voted to become part of the TAP program (The System for Teacher and Student Advancement). During our weekly cluster meetings, led by master and mentor teachers, we analyze student needs and identify strategies for student learning. Mentor and master teachers then make regular, fair and rigorous classroom observations to help teachers identify and improve their teaching skills. This system is embedded, ongoing and data driven so it constantly meets the changing needs of both teachers and students to achieve great levels of success.

Teachers select further individual training based on teaching positions, areas of certification and needs. Each faculty member has a portfolio of conferences, workshops and trainings that she has attended in her area of focus. We enjoy learning and bringing back what we learn to share with others at our school.

7. School Leadership:

Leadership at Holly Springs Elementary is shared among the administrator, faculty and staff, parents and community. Strong relationships have been built among stakeholders in order to meet the needs of the whole child. A shared vision of excellence drives those stakeholders to make every effort to meet the physical and academic needs of the children who come into our school.

The administrator has built strong relationships with the Holly Springs community. Parents are comfortable sharing needs, celebrating successes and seeking assistance from the administrator. Parents and community members have the opportunity to participate in education through the School Improvement Council and Parent Teacher Organization. Both are active in serving the children and teachers of Holly Springs Elementary. Volunteers are in the school on a daily basis working with children and assisting in the Media Center and other areas of the school.

We have set high expectations for academic performance and growth. Weekly TAP (The System for Teacher and Student Advancement) professional development sessions are conducted to serve both teacher and student needs. Teachers also have the opportunity to participate in professional development and workshops to enhance and improve classroom instruction.

Data analysis is an ongoing initiative among teachers to ensure that the academic needs of students are being met; whether through remediation or acceleration. Resources are allocated appropriately based on needs identified through data analysis. Students are recognized for academic achievement, hard work and extra effort each nine weeks during awards programs. Good character and positive attitudes are rewarded through the Student of the Month and “Paws”itively Outstanding Student. Birthdays of students and staff are acknowledged during morning announcements.

Teachers and staff members are empowered to take leadership roles in the school. Teachers work alongside the administrator to make decisions that affect our school. Open lines of communication between the administrator and staff members are reciprocated to share concerns or offer suggestions of ways to best meet the needs of our students. Important information is shared through faculty meetings, announcements, email, phone calls and texts.

Holly Springs Elementary has achieved excellence because of the strong, shared leadership that is reflected in our mission to work as a team to develop life-long learners in an environment of student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2010-2009/ PACT 2008-2006

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS= Met+ Exemplary/ PACT=Proficient + Advanced	89	83	45	31	31
PASS= Exemplary/ PACT= Advanced	54	38	24	11	0
Number of students tested	36	32	31	36	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS= Met+ Exemplary/ PACT=Proficient + Advanced	79	83	20	20	19
PASS= Exemplary/ PACT= Advanced	46	33	13	5	0
Number of students tested	24	12	15	20	16
2. African American Students					
PASS= Met+ Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
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. English Language Learner Students					
PASS= Met+ Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
6.					
PASS= Met+ Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: PASS 2010-2009/ PACT 2008-2006

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS= Met+Exemplary/ PACT= Proficient + Advanced	86	90	69	77	75
PASS= Exemplary/ PACT=Advanced	54	52	17	3	9
Number of students tested	36	32	31	36	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced	88	92	53	85	69
PASS= Exemplary/ PACT=Advanced	50	42	6	0	19
Number of students tested	24	12	15	20	16
2. African American Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
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. English Language Learner Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
6.					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2010-2009/ PACT 2008-2006

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/ PACT=Proficient +Advanced	100	93	74	60	48
PASS=Exemplary/ PACT=Advanced	48	38	37	17	24
Number of students tested	25	30	37	36	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/ PACT=Proficient +Advanced	92	93	67	44	38
PASS=Exemplary/ PACT=Advanced	33	36	29	6	8
Number of students tested	12	14	21	16	13
2. African American Students					
PASS=Met+Exemplary/ PACT=Proficient +Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
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. English Language Learner Students					
PASS=Met+Exemplary/ PACT=Proficient +Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
6.					
PASS=Met+Exemplary/ PACT=Proficient +Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards/

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT= Proficient +Advanced	96	90	74	68	49
PASS =Exemplary/ PACT=Advanced	63	59	9	9	12
Number of students tested	25	30	37	36	35
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT= Proficient +Advanced	92	93	62	50	23
PASS =Exemplary/ PACT=Advanced	42	57	5	13	0
Number of students tested	12	14	21	16	13
2. African American Students					
PASS=Met+Exemplary/PACT= Proficient +Advanced					
PASS =Exemplary/ PACT=Advanced					
Number of students tested					
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. English Language Learner Students					
PASS=Met+Exemplary/PACT= Proficient +Advanced					
PASS =Exemplary/ PACT=Advanced					
Number of students tested					
6.					
PASS=Met+Exemplary/PACT= Proficient +Advanced					
PASS =Exemplary/ PACT=Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS= Met+Exemplary/ PACT= Proficient + Advanced	96	97	53	47	54
PASS= Exemplary/ PACT=Advanced	63	62	24	22	17
Number of students tested	31	39	35	33	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced	100	100	47	38	47
PASS= Exemplary/ PACT=Advanced	43	57	13	8	6
Number of students tested	14	21	15	13	17
2. African American Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
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. English Language Learner Students					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
6.					
PASS= Met+Exemplary/ PACT= Proficient + Advanced					
PASS= Exemplary/ PACT=Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: PASS 2010-

Publisher: South Carolina Department of Education

2009/ PACT 2008-2006

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met + Exemplary/ PACT=Proficient + Advanced	96	97	38	44	43
PASS=Exemplary/ PACT= Advanced	63	49	6	6	0
Number of students tested	31	39	35	33	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced	100	95	33	23	24
PASS=Exemplary/ PACT= Advanced	57	43	6	0	0
Number of students tested	14	21	15	13	17
2. African American Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT= Advanced					
Number of students tested					
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. English Language Learner Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT= Advanced					
Number of students tested					
6.					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT= Advanced					
Number of students tested					
NOTES:					

11SC2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS= Met+Exemplary/ PACT=Proficient + Advanced	97	96	69	67	60
PASS=Exemplary/ PACT=Advanced	56	47	29	17	14
Number of students tested	92	101	103	105	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS= Met+Exemplary/ PACT=Proficient + Advanced	96	98	55	54	58
PASS=Exemplary/ PACT=Advanced	46	44	23	8	12
Number of students tested	48	61	49	40	39
2. African American Students					
PASS= Met+Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
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	80				42
PASS=Exemplary/ PACT=Advanced	33				8
Number of students tested	16				14
5. English Language Learner Students					
PASS= Met+Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
6.					
PASS= Met+Exemplary/ PACT=Proficient + Advanced					
PASS=Exemplary/ PACT=Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met + Exemplary/ PACT=Proficient + Advanced	95	97	80	73	72
PASS= Exemplary/ PACT= Advanced	59	53	10	6	7
Number of students tested	92	101	103	105	109
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced	96	98	75	62	61
PASS= Exemplary/ PACT= Advanced	50	46	5	3	6
Number of students tested	48	61	49	40	39
2. African American Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
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	73				25
PASS= Exemplary/ PACT= Advanced	7				0
Number of students tested	16				14
5. English Language Learner Students					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
6.					
PASS=Met + Exemplary/ PACT=Proficient + Advanced					
PASS= Exemplary/ PACT= Advanced					
Number of students tested					
NOTES:					