

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Shawn R. Wootton

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

Official School Name West View Elementary School

(As it should appear in the official records)

School Mailing Address 400 Oak Grove Road

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

City Spartanburg State SC Zip Code+4 (9 digits total) 29301+2562

County Spartanburg State School Code Number* 4206066

Telephone 864-576-1833 Fax 864-595-2439

Web site/URL http://wve.Spartanburg6.k12.sc.us/ E-mail WoottoSR@spart6.org

Facebook Page
https://www.facebook.co
m/pages/West-View-
Elementary-

Twitter Handle https://twitter.com/SpartDistrict6 School/731746507120 Google+ _____

Other Social Media Link
https://facebook.com/page
s/Spartanburg-County-
School-District-
Six/14249393581

YouTube/URL
http://www.Spartanburg6.k12.sc.us/parentsandstu
dents/youtubechannel.aspx

Blog _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Darryl Owings, N/A E-mail: DOWings@spart6.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spartanburg School District Six Tel. 864-576-4212

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Lynn Harris, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	13	29
K	78	74	152
1	89	59	148
2	68	60	128
3	72	60	132
4	61	61	122
5	55	73	128
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	439	400	839

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 32 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	75
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	122
(4) Total number of students in the school as of October 1	839
(5) Total transferred students in row (3) divided by total students in row (4)	0.145
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 15 %
125 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Spanish, Hmong, Vietnamese, Gujarati, Madarin, German, Arabic, French, Russian, Hindi
8. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 402

If this method is not 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.

9. Students receiving special education services: 8 %
112 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4 Autism	0 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
2 Emotional Disturbance	80 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	2 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	95%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1999

PART III – SUMMARY

West View Elementary School (WVES) is located in Spartanburg County in the upstate region of South Carolina and is a part of Spartanburg School District Six. With its unique location near the busy West Side, WVES is fortunate to have local community and business partnerships. Serving students in grades 4K through five, WVES is home to over 800 learners. With a student population residing within 1.5 miles from the school, students hail from vastly different socioeconomic levels. The attendance area features multiple newly constructed housing developments with homes ranging in excess of \$500,000 to dwellings where residents are forced to employ cardboard for windows, including three trailer parks, five apartment complexes, and two rental and government-assisted housing developments. Parental employment varies from salaried professionals earning in excess of \$100,000 per year to blue-collared and unemployed households.

WVES has a diverse student population, representing a variety of ethnic backgrounds, including 17 countries and speaking 12 different languages. These different backgrounds provide unique learning opportunities for students such as the school's new Global Studies (GS) curriculum. Through GS, learners are afforded many experiences that share unique heritages and cultures through unifying activities.

School readiness and individual exceptionalities also vary. Some WVES learners have been diagnosed with developmental delays while others have physical, emotional, and cognitive disabilities. Furthermore, there are many learners with average to extremely gifted abilities. Four-year olds, identified as at-risk, comprise two half-day programs totaling forty learners. While many students come from supportive home environments with involved parents, others come from unfortunate situations in which parents lack the skills needed to be educational supporters.

WVES's mission is for all children to experience success. The faculty reflects this mission by providing students with engaging, 21st century learning experiences and by supporting three necessary qualities: strong instructional leadership, high expectations, and a positive school climate. This commitment to establishing successful learning experiences is also mirrored by a dedicated support team comprised of parents, teachers, and community members, including the Parent Teacher Organization and School Improvement Council (SIC). Every decision made at WVES is founded on the mission to ensure that all learners achieve success through the emphasis on academic achievements, character development, a safe, friendly, and inviting school environment, a focus on continuous, life-long learning, and strong curricular and extra-curricular programs.

The faculty and staff maintain an intense focus on learner achievement and academic performance while creating, improving, and evaluating positive learning experiences. As a result of these innovative educational programs, the school has received many awards and accomplishments. West View earned a "Good" rating in 2009, from South Carolina's state standardized test given each May. The school then earned a rating of "Excellent" in 2010, and has proudly maintained that rating ever since. These ratings are based on results from the state's standardized test given each May. WVES was awarded the Palmetto Gold and Silver Award in 2010-2011, 2011-2012, 2012-2013, and has received the award for Closing the Achievement Gap in 2010 and 2012. The faculty and staff are proud of the efforts made to ensure success for students of all abilities. With a continued renewal process and data driven approach, administrators and teachers continuously monitor the progress of students in order to make timely, informed decisions about curricular programming. These approaches are demonstrated in the aforementioned awards the school has received, as well as being named a Carolina First Palmetto's Finest School in 2009, one of only two elementary schools in the state of South Carolina to win this prestigious award.

Because student welfare is at the heart of all decisions made at WVES, students and families have endless opportunities to be involved in the programs and events. WVES hosts over twenty after school clubs along with numerous other events throughout the year; these activities provide meaningful opportunities designed to meet the needs and interests of students, parents, and community members. Student celebrations are scheduled regularly throughout the school year. Accomplishments are recognized on the morning news

show, as Wesley WOW's on the afternoon announcements, and through numerous school-wide celebrations. The support given to the school by the community is much appreciated, and students give back by hosting service learning projects that support area organizations and facilities. Grants are written and funds are raised to support local charities and entities, such as Relay for Life, First Tee, and the Wadsworth Running Trail. WVES students find great reward in giving back to the community.

Faculty, parents, and community members expect learners to leave WVES prepared to excel in a competitive manner in middle school and high school. With over four decades of service to Spartanburg County, the WVES faculty aims to lead the students into the 21st century by focusing on the development of the whole child, providing a rigorous curriculum, and maintaining an environment of high expectations for every student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Over the past five years, students at WVES have consistently outperformed both district and state averages in most all grade levels and categories on the South Carolina statewide assessment, Palmetto Assessment of State Standards (PASS). PASS is designed to measure a student's performance based on South Carolina State Standards. Since 2009, third through eighth graders take this test in writing, reading, and mathematics. Students in grade 4 take social studies and science, while students in grades 3 and 5 are randomly selected to take either science or social studies. There are three levels of performance for this assessment: Exemplary (learners demonstrated exemplary performance in meeting grade level standards), Met (learners met grade level standards), and Not Met (learners did not meet grade level standards). Specific cut scores denote each of those three areas. The student's scale score determines the student's level of proficiency.

A strong student academic performance on PASS in ELA and mathematics is demonstrative of the high expectations at WVES. These levels of proficiency are the result of a systematic approach by teachers and administrators who form a Data Analysis Team (DAT) to analyze and chart students' standardized test results. Based on these trends, the faculty forms Instructional Support Teams (IST) who develop strategies and implement academic programs to address skill deficits and improve learner performances and readiness. Growth ratings of students in the gifted classes are evaluated to ensure scores are at the highest possible levels, and scores of students in special education are examined to chart expected growth.

In order to attain exceptional learning levels, WVES faculty values parental involvement and support and maintains a goal of 100% participation in parent-teacher conferences to review and explain test scores, discuss concerns, and set goals to ensure all students meet proficiency levels.

b) The WVES staff and administrators annually review the results of the state assessment taken by third, fourth and fifth grade students. The faculty examines total school results as well as grade level specific results, classroom teacher results, and individual student results. The information yielded from this examination assists the staff in planning for curriculum, strategies, and assessments to improve student performance.

Data trends show that the overall school performance for WVES is higher than that of the district and the state in regards to proficiency levels on PASS. A review of the total school performance shows that students have demonstrated at least 85% of proficiency in the area of ELA over the past five years and 85% proficiency levels in mathematics over the past four years. The most recent scores (2012-2013) reflect the highest level of proficiency levels (met and exemplary) since 2009, with 91% proficiency level in ELA and 87% proficiency level in mathematics. This, in part, is due to the more rigorous and robust learning as teaching has evolved into a Balanced Literacy Model which supports Common Core State Standards.

The overall student performance in each grade level is consistent with the total school performance. This data shows that students at each grade level have scored at or above the 82% proficiency levels in reading over the past five years. Math scores have risen within the past two years and are now reflective of the overall school percentages, showing a proficiency level of 82% and higher for the 2011-2012 and 2012-2013 school years. Third and fourth grade math scores have yielded even better results, whereas fifth grade levels have been more inconsistent within the five year time frame. The level of proficiency for fifth grade math was the highest last year (85%) than it had been in all years of PASS testing. The overall percentage of fifth grade students scoring in the advanced category reflects a dramatic increase in growth over time with 32% of students scoring advanced in 2009 to 59% of students scoring advanced in 2013. Creating individual learning strategies and ability grouping for instruction in fifth grade mathematics has been instrumental in increasing student performance.

When evaluating PASS scores, teachers and administrators closely examine all subgroups for each school year. The data in ELA shows that students in the free and reduced priced meals/disadvantaged category had

the highest level of proficiency in each grade level in 2012-2013, than all other years: 91% in third grade, 82% in fourth grade, and 83% in fifth grade. A gain in third grade scores can be attributed to implementing an additional year of Primary Reading Intervention Development Evaluation (PRIDE) to teach reading strategies to second grade students who require remediation.

Increased scores are noted with Hispanic students in the area of ELA with 92% of students showing proficiency in fifth grade, and 100% showing proficiency in fourth grade for 2012-2013. Overall increases have taken place for Hispanic and English Language Learner students at West View over the past five years. The ESOL teacher offers supports to students in small groups in the classroom, as well as with a pull-out model for students in need of more intensive assistance.

A data trend is noted within the area of mathematics with test scores showing African-American fifth grade students, as well as Hispanic students, scoring the highest level of proficiency in 2012-2013, over any other year since 2009. The classes for fifth graders are based on skill abilities, while allowing teachers flexibility in moving students who demonstrate skill mastery.

2. Using Assessment Results:

WVES utilizes a systematic approach when analyzing assessment data. This analysis ensures that student learning is optimally supported. The Data Analysis Team, comprised of WVES administrators and teachers, collects formative data, utilizes that data to inform instruction, and monitors students' progress to determine eligibility to a variety of programming. In order to increase student achievement and to ensure that students achieve their potential, WVES faculty employs and analyzes a variety of formal and information assessments to drive instruction. For example, students scoring in the lowest percentile on PASS in third grade are placed in an early morning corrective reading program. MAP assessments are also administered in the spring and fall of each school year in the areas of reading, language, and math. Teachers and the Data Analysis Team review student test scores and meet to determine which students have met their targeted scores, as well as to project correlations for the PASS assessment. Grade level teachers and administrators form an Instructional Support Team to review the students' academic goals and needs, to guide and facilitate the content taught in the classroom, and to develop strategy skill plans for individual students. In addition, MAP data reports are reviewed by administrators and teachers to establish goals for individual students as well as the entire classroom.

Students in kindergarten and first grade take Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times per year. Those scores are evaluated to determine which students qualify for Read Well/Return to Intervention (RtI), a daily, small, reading skills group. Kindergarten and first grade students are also assessed by classroom teachers and the Primary Reading Intervention Development Evaluation (PRIDE) teacher at the beginning of the year for the school's PRIDE program, ability-based, reading skill groups. Student groups fluctuate throughout the year based on students' progress and growth. This flexible grouping of students is reviewed continually by the PRIDE instructor, classroom teachers, and administrators.

The STAR Reading Test is given monthly to students in second through fifth grade. These scores are reviewed, and students' progress is charted. Teachers are provided with lessons directly correlated to each student's STAR results to ensure that each child receives specific skill instruction based on his/her needs.

Kindergarten through third grade students are administered Math Skills DIBELS Assessment to determine areas of mathematical need. After analyzing results, small groups of students meet daily with the Math RtI teacher to receive assistance with basic math skills.

Parents are provided with feedback from formal and informal testing throughout the year. WVES administrators present testing results to community members and local business organizations. The School Improvement Council (SIC) uses this data to determine and to implement school programs in the areas of Community Involvement and Communication, Student Achievement, and Facility Improvements. In addition, the district website provides a link to the school's state report card that provides overall school

ratings. Keeping parents and community members informed helps to foster a positive learning experience for students.

3. Sharing Lessons Learned:

WVES teachers and administrators are life learners. The faculty attends many types of professional development, including courses and workshops, and shares the new knowledge of best practices with colleagues. Teachers collaborate to enhance teaching strategies, share ideas, and improve lessons.

Most recently, WVES teachers, along with District Six's math coordinator, presented "How to Plan Strategies for the New Common Core Math Standards" to teachers from two neighboring districts. Additionally, a first grade teacher led two district-wide training sessions on aligning reading tests with the CCSS and on integrating writing in the content areas of science and social studies.

Several WVES teachers were requested to present at the Spartanburg Writing Project's Conference for teachers across Spartanburg and other neighboring counties. "Using the Writers Workshop Approach to Create Information Texts in Science" was co-presented at this workshop by a fifth grade teacher and a resource teacher. A first grade teacher presented "Standing on the Shoulders of Giants," using mentor text for primary book making.

Teachers also share at district-wide instructional sessions: "Using the Writer's Workshop Approach to Create Informational Text in Science," a presentation designed to help other teachers gain an understanding of what the CCSS require of students' informative text writing in the content area of science, and "How to Better Reach Students Struggling with Mental Health Issues," designed to engage disabled learners. Two WVES induction teachers were asked to serve on a panel of educators to discuss ideas about how to use assessment data to guide instructional practices while focusing on students' needs. This session informed teachers how to create skill-based, small groups in the classroom for individual student needs. WVES's principal presented "Innovative Classroom Strategies" to ninth grade teachers at the district's high school freshmen campus after a visit to the Ron Clark Academy.

WVES faculty not only values sharing locally, but throughout the state and regionally. WVES's principal and several classroom teachers presented at the statewide IRA Conference, South Carolina International Reading Association (SCIRA), on "How to Establish a School Literacy Closet: Promoting Differentiated Instruction in the Classroom." After winning the State's Palmetto's Finest Award, the school has hosted many visits from schools within the state. Some areas of expertise shared include: Establishing a School Literacy Closet, Small Flexible Group Instruction, Gifted & Talented Programming, and Differentiated Instruction within the classroom. WVES is a committed professional learning community that finds strength and knowledge in sharing with others.

4. Engaging Families and Community:

Creating a positive relationship among school, parents and families, and the community is one of the core beliefs at WVES. The entire staff has created an environment that honors and encourages a positive relationship in order for students to achieve ultimate success. From the interactions between teachers and parents to the activities among families and the community at school events, the school culture hosts opportunities that foster a collaborative environment where parents, extended family members, faculty, and the community work together to impact student growth.

WVES faculty knows that establishing a positive parent-teacher relationship is vital to the success of the student. Teachers foster this relationship by maintaining regular contact with parents through e-mails, newsletters, websites, flyers, phone calls, online grade portal, and meetings. WVES administrators offer monthly parent "Lunch & Learn" sessions, including topics such as "The CCSS" and "Utilizing Technology." WVES teachers host Parent Information Night, Parent Learning Night, and Family Academic Night. Parents are encouraged to participate in school activities, such as Walk to School Day, Field Day, or many of the student performances and exhibits.

A very active and dedicated PTO sponsors a variety of activities, such as the fall and spring carnivals, book fairs, PTO meeting nights, and PTO Family Fun Nights. The Family Fun Nights take place throughout the community as a great way for WVES families to intermingle with each other, as well as with business partners, outside of the traditional school setting. The PTO supports instruction by providing parent volunteers for each classroom to facilitate the Accelerated Reader and Sunshine (advanced) Math Programs, and to assist small groups as reading tutors.

WVES teachers believe that every child needs unique support and resources to succeed. Local churches provide backpack snacks to WVES students living in non-sustaining environments. The school hosts an equine therapy program for the special education population enrolled in self-contained classes. Students may also participate in a variety of after school clubs, e.g., 4H Pet Pals, Robotics Club, Chess Club, Cooking Club, Running Club, Dance Club, and Cotillion Club. Teachers support out-reach efforts by hosting service learning projects at every grade level; students collect and deliver items to the local nursing home, soup kitchen, and animal shelter. The positive climate permeates the hallways at WVES. This culture is created by the collaboration of all stakeholders in an effort to create a supportive environment for the students at WVES.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The staff believes that students have individual physical, social, emotional and intellectual needs. Teachers implement a curriculum that supports those specific needs; so that students are actively engaged in real-world based, hands-on learning. In order to meet students' needs, teachers utilize best practices when incorporating the state standards and integrating the new CCSS. WVES teachers worked with district curriculum coordinators and comprised Curriculum Leadership Teams to develop and incorporate strategies and pacing guidelines for the new standards.

The balanced literacy approach at WVES features many opportunities for students to practice and master skills in reading, writing, listening, and speaking. In reading, standards are met through independent leveled instruction, small group leveled instruction, and whole group integrated instruction. Students are encouraged to write for many reasons across the curriculum. Teachers model writing and share quality writing from authors. Students have many opportunities to encourage reading and writing, such as book clubs, Accelerated Reader, Readers Theater Club, and Reading Tournament.

The school's math curriculum is spiraled and integrated; so that optimal learning can occur. Students use concrete learning for conceptual understanding and teacher created materials for real-world applications and problem solving. Math Explorers and Sunshine Math are programs offered to foster problem-solving and critical thinking skills.

Teachers understand the power of learning through integration. Teachers utilize the South Carolina State Standards as a guide for science and social studies curriculum, but they know that integrating these subjects with reading, writing, and math units will strengthen student learning and performance. The science curriculum focuses on inquiry-based instruction and integrated units of study to invoke students' logical and creative thinking skills. Students' natural curiosity is strengthened through a hands-on, kit-based curriculum. The social studies curriculum is strongly connected to the community. Speakers and field experiences highlight the area's historical heritage, while students actively participate in re-enactments, debates, and technology-based projects.

The Fine Arts enhance students' natural talents and foster creative processes in all subjects. The Arts program includes weekly classes in art and music instruction. Qualified third, fourth and fifth grade students have the opportunity to participate in the Art and Music Visions Gifted Program. Strings and band instruction is also offered to fifth graders. Students are afforded multiple opportunities during the school year to showcase music and arts talents throughout the school, the district, and the state.

There is a core belief at WVES that fit students are smarter students. This is permeated through the school and offered in a variety of ways. Physical education (PE) teachers follow the physical education and health standards for each grade level, serving all classrooms weekly. In addition, multiple school-wide events are offered for students to become more physically fit: Walking Track pedometers, Running Club, Soccer Club, Girls on the Run, 20/20 Challenge, First Tee Program, Walk-to-School Day, Relay for Life, and much more.

The staff, students, and parents received funding through grants and fundraisers to put in its own walking/running track on the back campus of the school. United efforts such as this are proof of the school's visions and beliefs of the importance of adopting healthy lifestyles.

WVES teachers implement a curriculum that not only addresses the academic needs of the students, but also fosters an environment that meets social and emotional needs. In the new Global Studies class, students also learn how to appreciate cultural differences while being transported to new places in dynamic lessons about countries around the world. The OLWEUS Anti-Bullying Program allows teachers to lead weekly meetings and lessons, and students role-play and discuss proactive ways to keep each other safe and accepted. The school's guidance counselors reinforce this program as they conduct bi-weekly classroom lessons and offer small group and one-on-one counseling.

Technology is embraced and infused in WVE's core curriculum. From Promethean Boards, tablets, and laptops in every classroom to two computer labs, WVES is equipped to meet students' needs by integrating technology across all subjects. Students are encouraged to use their own technological devices for learning projects. Technology is implemented to engage students with interactive lessons and to prepare learners for the ever changing future.

2. Reading/English:

The reading curriculum at WVES is based on the core belief that during ELA instruction, 100% of students are actively engaged in reading and writing 75% of the time. To meet this goal, the teachers at WVES employ a balanced approach to literacy and scaffold instruction to offer all students strategies for vocabulary building and comprehension, as well as writing, spelling, listening and speaking skills.

The first tier of reading occurs in the regular classroom through scaffolding students' needs based on assessment trends as well as curriculum and standards. Students are taught whole group reading and writing through integration and multiple methods, including guided reading groups, read alouds, novel studies, and research projects. Teachers access multiple copies of leveled fiction and nonfiction texts through the WVES Literacy Closet. This leveled system supports differentiated instruction by furnishing teachers with sources to meet the needs of individual students in need of remediation as well those in need of enrichment. Students participate in small reading groups using leveled readers for literature circles. Teachers embrace the importance of purposeful, independent reading. Students choose books based on their STAR reading level (above, on, or below grade level). During this reading time, teachers are actively engaged in taking anecdotal notes or in conferring with individual students, addressing skills and strategies. Additional scaffolding programs are utilized to meet the needs of all students, especially students who need enrichment: AR, Book Study Groups, home-school based computer programs, and Reading Tournaments.

In addition to the classroom block of instruction, the PRIDE program serves as a second tier of reading for all students in kindergarten and first grade. All primary students attend daily, ability grouped PRIDE classes instructed by teachers and assistants utilizing the Read Well program. Decoding, comprehension, and fluency are emphasized in this program. Teachers make changes to groups based on needs and performance assessments. Second grade students still demonstrating deficiencies are served in PRIDE as well. The second tier of reading for older students is the Corrective Reading program. It meets before school each day, and its purpose is to remediate deficiencies with students scoring one to two grade levels behind.

The third tier of reading instruction offered for WVES students is for those in primary grades. All primary students are screened with DIBELS three times each year. Students with extreme deficiencies are grouped daily for small-group instruction through this RtI program model.

3. Mathematics:

WVES offers a comprehensive, spiraling math curriculum that is based on CCSS and was created by WVES teachers and the District Math Coordinator. Teachers scaffold best practices instruction offering strategies for all learners to succeed. This curriculum focuses on the application of basic skills to support problem solving strategies and critical thinking.

In the primary grades, students begin working with the concept of number sense using hands-on manipulation in real-life situations. As primary students advance, the curriculum spirals, and students apply their knowledge to basic problem solving and algebra. In the upper grades, teachers provide student-driven instruction by introducing math lessons through exploration. Students use multi-sensory learning approaches to build conceptual and procedural knowledge, such as hands-on math manipulatives, spiral reviews, role playing, and drawing games. Students are expected to think, discuss, and invent methods of solving "real life" problems. Lessons are created with the end in mind, and assessments are correlated with the standards being taught daily.

In order to differentiate instruction, the Data Analysis Team (DAT) reviews test scores, such as MAP, PASS, and DIBELS math, to identify students' skill strengths and weaknesses and to determine students in need of remediation or enrichment. Based on these results, the Instructional Support Team (IST) creates student intervention plans or enrichment goals. The IST creates flexible groups based on students' skill needs, so that teachers are better able to remediate and accelerate student learning. Those with exceptional scores on the PASS math assessment are invited to participate in Math Explorers, a learning club designed to stimulate advanced thinking skills. All students are offered weekly challenges through the Sunshine Math Program, an incentive-based program supported by the school's PTO. Students with deficiencies in basic knowledge can attend a daily, small group RtI math class.

WVES teachers employ a variety of avenues to integrate math. Students make stronger learning connections with an integrated curriculum, such as linking science and math skills. Technology is infused into instruction through the use of laptops, Promethean Boards, and personal electronic devices, and various websites, such as Dreambox, the school's online math program accessible at home or at school, the Khan Academy, and streaming video from Discovery Education. WVES teachers support a math curriculum that employs many modalities to ensure that all children can learn, understand, and apply their knowledge. The goal is to create problem-solvers capable of understanding, synthesizing, and applying mathematical knowledge in their daily lives.

4. Additional Curriculum Area:

Given the school mission of ensuring success for every child, the faculty incorporates a diverse curriculum challenging all students to become critical thinkers. While everyone "thinks," excellence in thought must be nurtured and cultivated. Our district has a rich history in providing academically gifted and talented educational services through the Horizons GT program. This interdisciplinary curriculum, beginning in grade three, emphasizes the use of higher order critical and creative thinking skills. Following the mission, WVES preempts these services for second grade students through the Heads Up program focusing on conceptualizing, applying, analyzing, synthesizing, and evaluating information. Teachers use modeling and a variety of questioning techniques to promote higher order thinking processes. This is offered to all second grade students on a weekly basis in the regular classroom. This exposure to a different way of thinking and a different way of looking at information is critical to the development of conceptual knowledge. This unique offering to all second grade learners allows for mental growth opportunities that may not be found in the regular curriculum.

Beginning in the third grade, students who are identified as academically gifted are placed in the Horizons program. This weekly course utilizes a multi-faceted curriculum approach based on advancing content, analyzing abstract concepts, developing complex critical-thinking processes, and transforming learning into creative products. Students participate in activities that explore human interaction in terms of understanding themselves and their relationships with others. Students are responsible for self-initiated investigations with opportunities for worldwide communication and research that must include a depth and complexity of knowledge and skills. Students are required to participate in STEM units, being placed in situations requiring analysis of problems and discovery of solutions. Using hands-on experiences, students use design methodologies to connect intuitively with the curriculum. Instruction strategies are inquiry-based with a confluent approach incorporating acceleration and enrichment. Other core components that support the program include affective thinking, technology, independent study, vocabulary, math, and interdisciplinary units.

A school-wide endeavor is taking place for all teachers to become GT endorsed. By the 2014-2015 school year, all classroom teachers will be Gifted & Talented certified. This certification will allow all teachers to employ the same strategies used with academically gifted learners with all students in the regular classroom setting. This echoes the belief that all students need to have educational experiences which are both challenging and appropriate to their needs.

5. Instructional Methods:

At WVES, teachers and administrators are committed to meeting the needs of all students. Teachers have been trained in differentiated instructional techniques to accommodate students of many ability levels. The DAT reviews scores from MAP, PASS, and DIBELS to determine students' individual skill needs. The IST develops differentiated instructional strategies for student learning in and out of the classroom.

Teachers use whole group, small group, and individualized instructional methods while accounting for student learning needs. Teachers employ many methods of teaching to encompass various learning styles, such as inquiry and project based learning. Technology is infused in lessons to support all levels of learning. Individualized computer programs in reading math target specific skills. Interactive Promethean Boards and personal technology encourage all levels of student learning. Fine Arts teachers are able to reinforce the learning in the classroom by designing lessons supporting content standards through visual and performing arts.

Through the support of IST, diverse learning needs are met through extensive avenues of small group instruction. Primary classrooms use small, flexible groups for PRIDE reading. Students in self-contained classes are clustered with resource students in adjustable learning groups for writing, reading, and mathematics. Electronic devices assist English language learners (ELL) in small group settings. Students requiring additional assistance in reading and mathematics benefit from small instructional programs, such as Corrective Reading and RtI. Teachers employ skill-based, small groups in reading by using leveled books and in math by implementing ability based lessons to fulfill learner needs.

Supplemental instructional programs also exist to meet the specialized learning needs among students.

Students gain enrichment through Sunshine Math and Math Explorers. Learners are challenged to meet goals through AR each nine weeks. Students identified as gifted and talented receive weekly accelerated instruction. Artistically and musically gifted students are served in weekly programs designed to enrich and expose students to a deeper level of knowledge and content.

WVES faculty provides a strong curriculum to students through equally strong teaching methods. Differentiated instruction is delivered in a variety of specific methods in an effort to meet the needs of all students. Teachers recognize this as a key component to the advancement of any student. Skill based remediation and enrichment opportunities are afforded to prepare all students with individual learning pathways and for the 21st century.

6. Professional Development:

Professional development (PD) at WVES is approached through the District Office and by WVES administration and faculty. Curriculum coordinators and school administrators collaborate to offer PD that is aligned with academic standards while meeting students' needs. Through Goals-Based Evaluations, teachers identify needs in order to accommodate the requisites of students. WVES administrators offer PD based on student's needs and performance levels.

WVES teachers recognize the necessity to research and expand knowledge of special populations who are served in the regular classroom. Teachers have participated in a three-year book study focused on the needs of students on the autism spectrum. Special education teachers have trained regular education teachers in strategies to address disruptive behaviors. Training is provided to teachers for specific interventions and accommodations to benefit students with special needs.

The IST recommends teacher training to accommodate student skill needs. Through Thinking Maps training, teachers meet the needs of learners with various learning styles while incorporating evidence-based practices into daily instruction. All classrooms are furnished with Promethean Boards, and teachers learned how to use this technology effectively by individualizing student learning. By 2015, all WVES teachers will

have a Gifted & Talented endorsement as add on certification in order for all students to be exposed to higher level thinking skills and problem-solving strategies.

Teachers enhance specific subjects with authentic experiences and project-based learning. Teachers participated in a book study focusing on how to scaffold science inquiry through lesson designs. The faculty received training from the Spartanburg Writing Project, learning to implement writer's workshops in authentic ways, which brought a fresh and refocused approach to informative, narrative, and persuasive writing.

The District Office supports student learning by assisting teachers with the balance and integration of reading and writing and the implementation of math through the CCSS. One WVES teacher per grade level serves as a CCSS Literacy Leader and provides school-based training to respective grade level teachers.

All math teachers attend training on CCSS mathematical strategies monthly. Teachers are trained to create lessons and assessments to develop skill sets for remediation and to determine ways to challenge students when skill mastery has been established.

Teachers are encouraged to attend trainings and conferences in order to serve students' needs. The district and school offer the faculty PD based on requisites of students and staff. PD at WVES reflects the mission for all students to achieve success by supporting instructional and curricular growth opportunities.

7. School Leadership

The leadership team at WVES is composed of various educational specialists from within the school including administrators, classroom teachers, special education teachers, school psychologists, and guidance counselors. This leadership team meets to monitor student performances, to develop new programs, and to establish support systems for student learning. The school is unique in that a shared leadership style is approached, and it is based on mutual respect and responsibility. Teachers and administrators confer through monthly meetings, such as grade chair, grade level, and faculty. Administration also meets with members of the DAT, IST, and student assistance team members to discuss appropriate interventions and accommodations for students.

As the instructional leader, the principal's role is to support the students, staff, and the parents in all endeavors. This support is demonstrated through an open-door policy to all teachers, as well as students and parents. The principal works with all stakeholders and shares decision-making responsibilities. Together, school staff, community members, and parents create the vision for the school and design programs and activities for the students at WVES. Upon entering the building, the lobby showcases business partnerships which reflect the school's collaborative effort.

Administration shares data with teachers in order to make instrumental changes to programs and to students' individual learning pathways. Student progress can be charted on the school's Data Wall which includes MAP and STAR scores. A Curriculum Wall yields content and skills for each subject area in each grade level by nine weeks. Related Arts teachers use this wall to support the curriculum in the regular classroom. There is no way to mistake that the focus at WVES is for all children to experience success.

The principal recognizes the efforts and the dedication of the staff and the students. Administrators provide teachers with duty free lunches, early leave passes, perfect attendance breakfasts, and fun cart snacks for their commitment to the school and to all learners. The principal recognizes student accomplishments through announcements as well as at special ceremonies and celebrations.

This leadership sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, as well as the degree of concern for what students may or may not accomplish. As a result, WVES is a vibrant, innovative, and student-centered place with a reputation for excellence in teaching.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	83	85	89	87	75
% Advanced	59	60	64	65	40
Number of students tested	133	114	137	113	131
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	73	64	78	76	53
% Advanced	44	25	44	55	14
Number of students tested	63	47	84	55	58
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced	71	79	100	82	50
% Advanced	53	43	30	47	20
Number of students tested	17	14	10	17	10
4. Hispanic or Latino Students					
% Proficient and Advanced	64	75	100	77	53
% Advanced	50	42	54	46	27
Number of students tested	14	12	13	13	15
5. African- American Students					
% Proficient and Advanced	77	72	82	62	56
% Advanced	42	36	50	32	15
Number of students tested	43	36	44	34	48
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	90	94	87	100	93
% Advanced	69	78	73	85	59
Number of students tested	67	54	70	52	61
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	92	89	83	89	83
% Advanced	56	56	48	46	51
Number of students tested	124	128	116	131	114
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	85	80	74	76	71
% Advanced	29	41	32	17	36
Number of students tested	55	66	53	54	62
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced	100	82	75	83	73
% Advanced	55	27	35	17	40
Number of students tested	11	11	20	12	15
4. Hispanic or Latino Students					
% Proficient and Advanced	100	85	69	83	70
% Advanced	42	39	25	25	30
Number of students tested	12	13	16	12	10
5. African- American Students					
% Proficient and Advanced	85	81	59	76	63
% Advanced	56	43	16	16	20
Number of students tested	39	42	32	55	41
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	96	90	94	98	98
% Advanced	72	65	57	70	73
Number of students tested	64	62	51	56	52
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	85	83	77	81	79
% Advanced	59	60	55	44	32
Number of students tested	138	119	135	120	134
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	74	72	61	76	66
% Advanced	36	48	27	38	14
Number of students tested	72	61	59	66	64
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced		81	77	71	73
% Advanced		44	54	50	27
Number of students tested	9	16	13	14	11
4. Hispanic or Latino Students					
% Proficient and Advanced	85	77	70		81
% Advanced	46	31	50		13
Number of students tested	13	13	10	9	16
5. African- American Students					
% Proficient and Advanced	79	63	63	68	60
% Advanced	33	34	26	18	8
Number of students tested	48	38	51	50	50
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Advanced					

% Advanced					
Number of students tested				2	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	91	94	90	96	90
% Advanced	75	76	73	69	48
Number of students tested	64	53	60	49	50
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	94	93	91	89	83
% Advanced	72	76	73	69	60
Number of students tested	133	114	137	113	131
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	91	83	84	80	76
% Advanced	62	55	56	53	47
Number of students tested	63	47	64	55	55
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced	88	100	100	82	
% Advanced	65	79	80	47	
Number of students tested	17	14	10	17	9
4. Hispanic or Latino Students					
% Proficient and Advanced	86	100	92	77	57
% Advanced	64	83	77	54	43
Number of students tested	14	12	13	13	14
5. African- American Students					
% Proficient and Advanced	93	83	89	71	74
% Advanced	58	53	55	38	39
Number of students tested	43	36	14	34	46
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	96	94	91	100	97
% Advanced	82	87	81	92	79
Number of students tested	67	54	70	52	60
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	89	86	87	82	85
% Advanced	53	59	49	49	54
Number of students tested	124	128	116	131	114
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	82	79	77	65	80
% Advanced	27	39	38	19	41
Number of students tested	55	65	53	54	54
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced	100	90	85	58	77
% Advanced	46	40	40	17	31
Number of students tested	11	10	20	12	13
4. Hispanic or Latino Students					
% Proficient and Advanced	100	92	88	67	70
% Advanced	25	42	38	25	20
Number of students tested	12	12	15	12	10
5. African- American Students					
% Proficient and Advanced	77	74	69	69	73
% Advanced	33	36	22	20	30
Number of students tested	39	42	32	55	33
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	92	92	96	95	98
% Advanced	92	74	67	75	80
Number of students tested	64	62	51	56	51
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient and Advanced	89	83	85	87	85
% Advanced	51	46	39	46	48
Number of students tested	138	119	135	120	134
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Advanced	83	74	75	83	70
% Advanced	33	34	17	34	29
Number of students tested	72	61	59	65	63
2. Students receiving Special Education					
% Proficient and Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient and Advanced		81	69	85	70
% Advanced		56	31	39	40
Number of students tested		16	13	13	10
4. Hispanic or Latino Students					
% Proficient and Advanced	92	77	60		80
% Advanced	46	39	10		33
Number of students tested	13	13	10	9	15
5. African- American Students					
% Proficient and Advanced	81	63	73	76	68
% Advanced	33	18	14	18	22
Number of students tested	48	38	51	50	50
6. Asian Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient and Advanced	94	93	97	100	98
% Advanced	61	64	60	65	64
Number of students tested	64	53	60	9	50
10. Two or More Races identified Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Advanced					
% Advanced					
Number of students tested					

NOTES: