

**U.S. Department of Education**  
**2015 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. Argyl Jeannette Brewton

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

Official School Name Woodruff Elementary School

(As it should appear in the official records)

School Mailing Address 915 Cross Anchor Road

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

City Woodruff State SC Zip Code+4 (9 digits total) 29388-9525

County Spartanburg State School Code Number\* 4204042

Telephone 864-476-3123 Fax 864-476-6193

Web site/URL http://www.spartanburg4.org/wes E-mail abrewton@spartanburg4.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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. William Liston E-mail: rliston@spartanburg4.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spartanburg School District 4 Tel. 864-476-3186

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. Milton Smith  
(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 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. 6 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	108	81	189
4	99	101	200
5	93	100	193
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
<b>Total Students</b>	300	282	582

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 11 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 76 % White
  - 3 % 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 2013 - 2014 year: 13%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1	578
(5) Total transferred students in row (3) divided by total students in row (4)	0.130
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 22 %  
43 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Spanish, Mandarin, Hmong, Russian
8. Students eligible for free/reduced-priced meals: 69 %  
 Total number students who qualify: 402

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 76 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %  
81 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>42</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance | <u>25</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               |

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 16:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
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 2014

<b>Post-Secondary Status</b>	
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.

15. Please summarize your school mission in 25 words or less: The mission of Woodruff Elementary School is to create a community of learners where each student is provided with a quality education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning to manage life's challenges successfully.

## **PART III – SUMMARY**

---

Our school is the only elementary school in our district, where we serve 582 students in grades 3, 4, and 5. The original building was constructed in 1976 and as the student population has increased, several additional classrooms were added including, 3 computer labs, 1 literacy lab, and 3 remediation classrooms. Our school serves a small community of 4,229 residents and approximately 68% of the community is white, 27% is African-American, 4% Hispanic, and 1.8% represent two or more races as reported by the 2010 census. Only 62% of the population holds a high school diploma and less than 7% possess a bachelor's degree. The median household income is \$24,824 per year.

Our faculty and staff are comprised of many long time residents and alumni of our district. Our student population represents multiple generations of families. Our students follow in the traditions of their grandparents, parents and siblings, as they go to school, participate in extracurricular activities, and make our community their home as adults. As a rural school district our student population is spread over a wide geographical area so it is our school and our district which binds our community. Although we love our community, our goal is to enable students to see opportunities beyond the boundaries of our small town.

Our educational philosophy resides in the simple concept that all students, regardless of economic or social status deserve instruction from a dedicated and competent professional teacher who utilizes best practices to tailor instruction in a safe and nurturing environment. We believe true success is found by instilling a sense of worth in each child while providing a quality learning experience whereby students take ownership of their futures.

Our school has received numerous recognitions for academic achievement. We have received the Palmetto Gold Award for Academic Achievement for 3 of the past years and the Palmetto Silver Award for 2 years. Our greatest milestone is being recognized as having the highest ESEA rating of all 82 school districts in South Carolina in 2014. We are also a Palmetto's Finest Finalist for the current school year.

Our school employs a multitude of strategies to help all students reach their greatest potential. Our curriculum mission is to empower students to become master learners and visionaries of their own destiny. Using a curriculum designed to meet our students' needs and prepare them for college and careers, students are challenged daily with rigorous instructional approaches requiring students to take ownership of their learning. For example, each of our students complete and track their Measures of Academic Progress (MAP), State standardized test scores, attendance, discipline, and reading Lexile for the year on a "Dream Card" kept in their agendas. Students, parents, teachers and administrators use the "Dream Card" to spark formal and informal conversations regarding student progress.

Our teachers utilize numerous sources of formative and summative assessment data to build a classroom environment that meets the needs of each child in their class. Unique characteristics of our school day are found in our Rising Star Program. Rising Star is a remediation program for struggling students that meets during school hours to target individual weaknesses. Additional support is found in our morning computer clubs and after school focus programs created to serve our lowest academically performing students. Enrichment opportunities are found in 4H clubs, Girl Scouts, Gifted Music and Art, Sports Clubs, and Good News Club. Additionally, all students have the opportunity to participate in various seasonal school-wide performances. To provide leadership experiences for our economically disadvantaged students, the "Club of Dreamers" was established. The "Club of Dreamers" is a mentor program that gives its members the chance to tour colleges, practice public speaking, and be seen as leaders in the school.

Each year, the principal and administrative team researches the values of the school community through careful observations, conversations with parents, analysis of parent surveys, and by attending community events. This enables the school administration to reflect upon previous years and reassess the total school program.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Utilizing data from PASS, NWEA’s MAP test, Edmentum’s Study Island, and formative and summative assessments, our teachers tailor instruction to individual student needs. Our 3rd grade students arrive to our school from 2nd grade, embracing a literacy rich environment including phonics, Developmental Reading Assessments, Fountas and Pinnell, and have developed a diverse vocabulary. Third grade teachers build upon these foundational skills through the use of academic centers where students participate in novel studies, literacy and writing circles, and Everyday Edits focusing upon grammar and the mechanics of good writing. Students practice ongoing research skills and the ability to discern between the author’s opinions and factual evidence. Vocabulary skills are built using word walls and anchor charts, which continue across all grade levels. Our 4th grade teachers build upon 3rd grade curriculum by increasing literacy skills, introducing students to more complex texts and extending constructive writing responses. Our media specialist collaborates with all classroom teachers to design research lessons that support the South Carolina State Standards utilizing the Simple Three (3rd grade) and Big Six (4th and 5th grade) research models. Our 5th grade teachers continue to build literacy skills students have acquired in 3rd and 4th grade while requiring students to research, formulate a position, and defend their position with writing samples. Grammar and mechanics continue to be a large component of the student’s ELA experience. 5th grade teachers build student vocabulary through informational texts and exposure to more complex literature by differentiating novels to reflect student Lexile levels. Below grade level students receive additional services through Scholastics READ 180 and our Rising Star Remediation program. Students performing above grade level are served within our Gifted and Talented program and through differentiated instruction inside the regular classroom.

Our mathematics curriculum is taught using multiple sources that align with South Carolina State Standards. Teachers across all three grade levels adhere to a unified mathematics curriculum which consists of standards aligned Core Bites, Math 4 Today, Everyday Math, and Edmentum’s Study Island computer instructional model. Core Bites is a spiraling approach incorporating our mathematics state standards where students review concepts, build on their knowledge and acquire new skills. Math 4 Today and Everyday Math provide a framework that supports our mathematics standards while providing multiple opportunities for individual practice. Homeroom teachers assign mathematics computer lessons weekly to students. These web-based computer lab assignments augment classroom mathematics lessons. Students engage in the acquisition of mathematics concepts using interactive flip charts on classroom Promethean boards, viewing streamline educational videos, and demonstrating mathematical competencies in technology enhanced classrooms. Underperforming students receive additional support through Dream Box Math and our Rising Star Remediation program.

Our social studies curriculum is closely integrated with English Language Arts across all three grade levels. Our 3rd grade teachers incorporate state standards with daily reading and writing to deliver content. Using a variety of texts, students trace the development of our state while reinforcing ELA skills such as: main idea and supporting details, strategies for identifying context clues and differentiating between primary and secondary sources. To provide real-life experiences, our 3rd grade teachers host a South Carolina History day each year. Our 4th grade teachers continue this integrated approach as they lead students through the history of the United States from discovery to the Civil War. Using a multitude of outside sources, such as Social Studies Weekly, Time for Kids, and Scholastic News students read primary and secondary accounts as well as news articles from the past. In 5th grade, teachers extend this integrated approach as students study the history of the United States from Reconstruction to September 11th. All teachers design social studies curriculum which promotes research skills, the debate of historical issues, and allows students to connect the past and present.

Our science curriculum is aligned with the South Carolina State Standards. Science and mathematics concepts are integrated when appropriate. For example, measurement and interpreting charts, graphs, and data are standards that are taught in both mathematics and science classrooms. Students are required to demonstrate mastery of scientific inquiry skills by participating in and completing a written investigative

documentation project, as part of our yearly science fair. Kinesthetic investigations provide opportunities for struggling learners to master science concepts in our science labs. Students functioning above grade level are challenged by integrating technology, serving as peer teachers, and working independently on projects based on choice and student interests. All students receive inquiry and kinesthetic instruction from trained science specialists provided by the local watershed environmental conservation agency who visit monthly. Science and mathematics are taught using real world application where students create, build, and discover content by various means.

## **2. Other Curriculum Areas:**

Fine Arts classes at our school are available to every student in 3rd, 4th and 5th grade. In weekly 50 minutes classes students participate in art, music, and physical education. Additionally, students attend two computer lab sessions each week to support mathematics and English Language Arts instruction. Computer lab sessions correlate to classroom instruction where teachers build weekly lessons for their students. These lessons serve as key instructional points in the classroom where the teacher can access students' individual needs and strengths. Computer lab lessons are self paced and presented on the students' current academic level. Students are rewarded each nine weeks with blue ribbons and classroom celebrations. These celebrations provide motivation for students to work hard each week.

Core and Fine Arts teachers in our school collaborate to integrate common core and curriculum standards within our Fine Arts instructional programs. For example, in art class children draw connections between geometry lessons and the works of Charles DeMuth, an abstract artist who used lines and angles to divide his canvas. We proudly display the artistic gifts of our students throughout our school building and rotate their pieces during the school year. Their work is also displayed in our school lobby on bulletin boards and the community television screen, on the website Artsonia, during musical programs featuring our students performing, and at local libraries and businesses. We sponsor a weekly Gifted Art program. The works of these students are displayed each year at a local cultural art center along with students from surrounding schools.

In music class, students study the relationship between mathematical concepts such as fractions when learning time signatures and notation. Students count beats, tap out time and learn musical patterns. Student mastery of music and math curriculum can be observed during student led performances. During these performances students demonstrate their music skills by singing and playing instruments. All students are given the opportunity to perform for their peers and families at our public performances. We sponsor two weekly Gifted Music programs where students sing and learn to play musical instruments. These clubs provide an outlet for our musically gifted students to grow and learn.

In our physical education classes, students work with estimation, rounding, and geometry as they learn the mechanics of golf and other sports. Physical education offers lessons promoting a healthy lifestyle such as a fitness and nutrition program. Each student participates in a fitness test and a measure of body mass index to cultivate student awareness of healthy choices. Students are also exposed to atypical sports to broaden their perspective of a world beyond their community. During the past four years our students have participated in the First Tee Golf program. Student interest and community need has led to the establishment of after-school and community involvement programs. The Girls and Boys Basketball Clubs were created when the local community center discontinued these programs. These basketball clubs are used as an extension of health lessons designed to promote a healthy, active lifestyle. Our school also raises funds for Jump Rope for Heart to support the health curriculum.

## **3. Instructional Methods and Interventions:**

Our teachers employ a variety of instructional methods across all disciplines. By teaming our teachers according to core subject areas we allow for a natural integration of Math with Science and English Language Arts with social studies. This allows teachers to maximize instruction as well as allow for diverse learning to take place. Teachers employ such teaching strategies as whole group, small group, peer tutoring, student coaching, and independent practice to differentiate instruction and learning styles. Each instructional method is designed to promote academic success for our struggling students, students on grade level, and

our academically gifted students. Across every discipline anchor charts are student created, posted in the classroom, and aid students in building connections to new learning. Over the course of the current school year, our teachers have received training in Hess' Depth of Knowledge Models. Teachers are now able to provide instruction and assessments aligned with individual student needs while encouraging students to dig deeper in their content. To aid students in building a love of reading, classroom libraries are stocked with a variety of genres, differentiated reading levels, and high interest texts. Our media specialist incorporates Language Arts standards within bi-monthly library lessons where students fine tune research skills while engaging in technology based lessons. To build interest in math and science we host the Watershed Environmental Conservation Center each month and science based field trips. Students also participate in our school science fair and regional science fair. To meet the needs of an academically diverse student body we provide a range of programs from intervention programs which target our lowest performing students to gifted programs to serve our highest performing students.

In the 2013-2014 school year, a remedial reading program was woven into our third grade curriculum. During the 2014-2015 school year, the program was extended to include fourth grade students. Students are identified based on their Reading MAP percentile rankings. Our Rising Star remediation program serves approximately 100 students each semester. Three teachers deliver intense small group instruction in math, reading, and writing. Additionally, our After-School Focus Program serves as an extended school day for under-performing minority, ELL, subsidized lunch, and disabled students. In conjunction with the After-School Focus Program, our Morning Computer Club meets three days a week from 7:15-7:45 am, serving 50 students each morning.

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

---

### **1. Assessment Results Narrative Summary:**

In analyzing our data from the South Carolina Palmetto Assessment of State Standards (SCPASS), we have identified a common trend within the data for English Language Arts and Mathematics. The number of students across all three grade levels scoring Met has grown slightly or remained constant. This trend demonstrates content taught in our school is effective and students retain knowledge from year to year. Our students scoring Exemplary have shown an increase over the last five years. We attribute this growth in exemplary scores to our focus on analyzing student achievement during the 2009-2010 school year. In this year we began an intensive focus on the student data. Professional development centered on using data to drive classroom instruction through workshops, building data notebooks, and creating school data boards. Teachers began speaking a common academic language throughout the school. Common assessments across subject and grade levels enable teachers to compare their instructional strategies and this process fosters collaboration. Our English Language Arts and Social Studies curriculum were integrated to allow optimal student learning. Our teachers began working in subject area teams. Additionally, students were taught how to interpret their personal assessment data and set personal academic goals, promoting personal responsibility for learning.

For the 2014 school year our students with disabilities, our English Language Learners and our African American students show an achievement gap of more than 10% when compared to their peers. We designed the Rising Stars program, morning computer clubs, and our After School Focus program to complement daily classroom instruction. These programs provide remediation in a small group setting that is tailored to specific student needs. School mentors provide guidance, academic accountability, and assist students with setting long term goals. Professional development supports this focus by holding all stakeholders accountable in recognizing the specific needs of these subgroups.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Academic decisions are based on a multitude of evidence. Our school uses summative assessments such as state standardized testing results to build our instructional strategies for the year. We utilize formative assessments such as MAP, Edmentum's Study Island, and interim grades to continually monitor progress. Analysis results are discussed with and made available to all stakeholders. Additionally, student conferences and anecdotes provided by current and former teachers supplement our knowledge of individual students. An in-depth analysis of our total academic program revealed a misalignment between classroom instruction and resource classroom support. We also discovered discrepancies among African-American and ELL students in contrast to the remaining student body. Further analysis revealed additional reading support was needed to bolster success and reading mastery. Our fifth grade resource teacher uses an inclusion model for English Language Arts instruction enabling her to serve students in their classrooms and all fifth grade self-contained students are mainstreamed into regular education English Language Arts classes. Resource instruction now mirrors regular classroom instruction. As a result, to improve academic achievement African American students and our ELL students participate in the Club of Dreamers mentor program, and the Rising Star intervention program throughout the school day as well as after school. We implemented a reading intervention program for third and fourth grade students designed to increase reading mastery. The success of this program has prompted us to introduce this reading intervention program in 5th grade. To communicate effectively between home and school, we utilize weekly classroom newsletters, monthly principal newsletters, postcards, conferences, website, school marquee, open house events, homework hotlines, and district news articles. School test data is readily displayed throughout our school for students, staff members, parents, and community members. This year we added an instructional timeline banner listing the strategies we employ to ensure student success throughout the school year.

## **Part VI School Support**

---

### **1. School Climate/Culture**

We view school staff members, including teachers, as partners in our students' educational journey. Complementing our core instructional programs at our school are opportunities that provide a wide array of experiences for our students. Significant consideration is given to the development of academic, cultural, physical, social, emotional, and career opportunities despite the economic challenges our families endure. Our school sponsors many after-school clubs in conjunction with community members that meet the interests and needs of the students. Currently, we offer Girl Scouts, gifted art, gifted music, steel drum, bible study, boys and girls basketball, and three 4H clubs. Our academic support programs include Rising Stars remediation, reading intervention for third and fourth grade, an After-School Focus Program, ELL academic program, and two Morning Computer Clubs. Additionally, students are engaged and motivated through quarterly homework celebrations, school wide spirit days, reading challenges, reading celebrations, and local community guests. Field trip opportunities are also made available such as our three-day Fifth grade Barrier Island Environmental Education Center field trip, college tours, visits to Native American communities, and orchestra performances by local groups.

The administrators view interactions with teachers as opportunities to convey and broaden the vision of the school. The opinions of the teachers at our school are valued. Our school distributes a teacher survey mid-year and at the close of the school year to solicit feedback regarding school climate and instructional support. We use the results to enhance administrator and staff relationships. The implementation of instructional programs is negotiated through grade level chairs. Weekly grade level meetings provide an opportunity for teachers and administrators to review and revise school-wide policies, routines, and procedures. All faculty and staff members use our school e-mail system as a virtual discussion arena when considering school events or instructional decisions. We also use this communication tool to share effective teaching strategies and resources. Teachers are awarded duty-free lunch quarterly at our school, early leave time, thoughtful gifts and lunch celebrations as a show of appreciation for their efforts.

### **2. Engaging Families and Community**

Our school engages in authentic experiences designed to promote collaboration with community members. Three years ago we established a mentoring relationship with a local college. We escort approximately 300 students to its annual "Growing Up Gold Education Day". This year the college facilitated a campus tour for the 55 Club of Dreamers and their adult mentors. Quarterly Spirit Day celebrations are combined with service learning projects in the spirit of giving to others. These events are sponsored by our student council. We contribute annually to our local soup kitchen, community assistance center, Helping Hands Ministries, Clothes Closet, Relay for Life, Children's Miracle Network, and victim abuse shelter. Community members volunteer as mentors and resource speakers at our school. For example, a representative from Helping Hands Ministries serves on our School Improvement Advisory Council, the mayor volunteers for our after-school basketball clubs, community church leaders lead the after-school Good News Club and See You at the Pole, and community volunteers lead the third grade in their annual South Carolina History Day events. Our school PTO sponsors monthly events that contribute to the educational well-being of our students. These events are published in our school PTO calendar that is distributed to all parents during registration. Some of the events include Open House, Family Fall Picnic, PTO fundraisers, Fun Day, Grandparents Breakfast, Donuts for Dads, and Muffins for Moms. School volunteers facilitate these school events. Our school also has a productive relationship with local businesses. We provide relevant businesses with bi-lingual and English school supply lists each summer as a convenience for our bi-lingual and non- English speaking parents. Local restaurants serve as hosts for parent and school celebrations and family events. We believe a strong partnership among school, parents, and community members is vital to the educational success of our students.

### **3. Professional Development**

Our school adopted a rigorous curriculum designed to meet the needs of all students. Administrators and staff members continuously analyze student achievement data. This process also includes cafeteria and custodial staff members. The teacher lounge was converted into a data analysis conference room (War Room). We categorize subgroups of students designated as Not Met by placing images of the students on the War Room bulletin board with the students' name, MAP RIT scores, subgroup status, and homeroom teacher. Teachers monitor individual students' performance data in their data notebooks. The data includes student demographics, standards, subgroups, state, and county comparison percentages of student performance levels. Beginning in 2010, hallway and classroom data walls were created following intensive professional development in the use of PASS and MAP data analysis to improve student achievement. Hallway data boards are maintained by students and teachers to depict individual student progress following fall, winter, and spring MAP testing. Within each classroom, student data pyramids are displayed. These data symbols represent each child's current perception of skill mastery and areas of needed growth. All three data walls are updated three times a year, following each MAP testing cycle. Administrators meet with individual teachers to review classroom MAP data following the testing cycles. During the 2010 school year, we collaborated with our state's Exceptional Children directors to begin training that focused on proven classroom teaching strategies that increased achievement for students with disabilities. Several workshops were held to utilize strategies that focused on closing the achievement gap. During this time, our school resource teachers led staff development meetings on tier interventions to be used to aid struggling students. Ongoing staff development activities between regular education and resource teachers have led to significant academic gains among our disabled students. This year we continue to explore opportunities to improve student achievement. As we continue to focus our instructional efforts on closing the achievement gap, we have focused our attention on student mastery learning by employing Depth of Knowledge (DOK) strategies. We also began staff development activities that address the individual needs of our ELL students. Our district ELL coordinator conducts in-service meetings with teachers to devise effective strategies to help these students.

### **4. School Leadership**

In keeping with our school-wide theme, "Dream, Hope, Imagine", students are reminded daily of the limitless possibilities for success. The educational philosophy for our school is that all students are provided academic, social, emotional, physical, and cultural opportunities to learn and grow in a safe and nurturing environment. We are an inclusive teaching and learning community. A collaborative process is embraced by school administrators, parent representatives of our School Improvement Advisory Council, PTO members, teacher grade level chairs, school-wide staff committee members, and student council members as well as class representatives from each homeroom. Our principal and two assistant principals work collectively with these stakeholders to use a deliberate and systematic approach to implement instructional programs that positively impact student learning. Instructional resources are selected based on formative and summative student test results, teacher observations, and the instructional needs and interests of our students. For example, classroom laptops and e-readers were purchased through fundraising efforts from PTO and student council organizers for the purpose of conducting research activities and enhancing reading skills. Additionally, our media center completed a two year renovation that included the creation of literacy centers and a laptop research lab. The goal was to create a space that would appeal to the children at our school. Parent and teacher surveys created by our School Improvement Advisory Council members composed of teachers, parents, and administrators evaluate our school climate and instructional program while soliciting suggestions for improvement. The results are published for community stakeholders in the principal's monthly newsletter.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	79	75	73	74	74
Exemplary	56	57	51	41	38
Number of students tested	198	198	199	189	223
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	74	66	64	70	70
Exemplary	45	46	39	36	31
Number of students tested	130	130	99	106	133
<b>2. Students receiving Special Education</b>					
Met and above	54	36	39	39	38
Exemplary	30	20	17	14	15
Number of students tested	43	25	41	28	40
<b>3. English Language Learner Students</b>					
Met and above	92	60	58	73	75
Exemplary	31	45	42	36	50
Number of students tested	13	20	12	11	12
<b>4. Hispanic or Latino Students</b>					
Met and above	81	61	67		67
Exemplary	25	44	50		33
Number of students tested	16	18	18	7	21
<b>5. African- American Students</b>					
Met and above	61	50	50	68	56
Exemplary	33	32	33	25	20
Number of students tested	18	22	30	28	25
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	81	80	79	74	77
Exemplary	61	60	55	43	41
Number of students tested	155	146	143	145	174
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	86	85	87	89	81
Exemplary	53	53	50	57	45
Number of students tested	184	209	188	223	212
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	80	66	82	85	79
Exemplary	42	46	43	50	33
Number of students tested	118	130	101	115	132
<b>2. Students receiving Special Education</b>					
Met and above	48	36	50	53	46
Exemplary	16	20	8	34	16
Number of students tested	31	25	24	38	37
<b>3. English Language Learner Students</b>					
Met and above	79	60	90	93	
Exemplary	42	45	30	71	
Number of students tested	19	20	10	14	8
<b>4. Hispanic or Latino Students</b>					
Met and above	82	61	91	73	92
Exemplary	35	44	36	64	50
Number of students tested	17	18	11	11	12
<b>5. African- American Students</b>					
Met and above	60	50	77	90	63
Exemplary	24	32	33	21	22
Number of students tested	25	22	30	19	32
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	92	80	89	90	84
Exemplary	61	60	53	58	49
Number of students tested	132	146	141	185	166
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	88	88	87	84	81
Exemplary	61	43	48	45	40
Number of students tested	200	189	214	215	215
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	85	84	84	79	72
Exemplary	52	41	47	33	32
Number of students tested	130	117	106	120	128
<b>2. Students receiving Special Education</b>					
Met and above	69	40	52	44	45
Exemplary	35	10	19	6	10
Number of students tested	49	20	31	36	31
<b>3. English Language Learner Students</b>					
Met and above	83	100	87		73
Exemplary	67	60	60		36
Number of students tested	12	10	15	8	11
<b>4. Hispanic or Latino Students</b>					
Met and above	95	100	72	100	73
Exemplary	75	55	50	60	33
Number of students tested	20	11	18	10	15
<b>5. African- American Students</b>					
Met and above	72	82	79	71	60
Exemplary	48	27	21	7	17
Number of students tested	25	33	19	28	30
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	89	88	90	86	85
Exemplary	62	46	50	51	44
Number of students tested	248	138	169	169	165
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	79	82	83	82	75
Exemplary	58	60	63	53	50
Number of students tested	198	198	199	189	223
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	75	75	76	77	70
Exemplary	49	49	51	44	41
Number of students tested	130	130	99	106	133
<b>2. Students receiving Special Education</b>					
Met and above	49	40	49	36	35
Exemplary	26	12	22	11	13
Number of students tested	43	25	41	28	40
<b>3. English Language Learner Students</b>					
Met and above	77	65	75	91	58
Exemplary	62	40	58	36	33
Number of students tested	13	20	12	11	12
<b>4. Hispanic or Latino Students</b>					
Met and above	75	61	89		52
Exemplary	44	50	72		38
Number of students tested	16	18	18	7	21
<b>5. African- American Students</b>					
Met and above	67	50	67	75	64
Exemplary	50	36	40	39	32
Number of students tested	18	22	30	28	25
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	81	89	85	82	80
Exemplary	60	64	69	56	53
Number of students tested	155	146	143	145	174
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	82	84	85	82	76
Exemplary	49	53	49	44	38
Number of students tested	184	209	188	223	212
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	75	81	78	74	68
Exemplary	36	44	41	37	27
Number of students tested	118	130	101	115	132
<b>2. Students receiving Special Education</b>					
Met and above	36	48	38	47	30
Exemplary	19	19	0	13	11
Number of students tested	31	31	24	38	37
<b>3. English Language Learner Students</b>					
Met and above	74	75	80	71	
Exemplary	26	33	40	7	
Number of students tested	19	12	10	14	8
<b>4. Hispanic or Latino Students</b>					
Met and above	71	86	82	64	75
Exemplary	30	33	46	18	42
Number of students tested	17	21	11	11	12
<b>5. African- American Students</b>					
Met and above	48	64	87	74	53
Exemplary	36	21	30	21	6
Number of students tested	25	28	30	19	32
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	90	87	84	83	80
Exemplary	55	64	52	49	44
Number of students tested	132	151	141	105	166
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SC PASS</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Met and above	87	92	89	82	81
Exemplary	52	49	54	37	43
Number of students tested	200	189	214	215	215
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Met and above	84	86	89	74	74
Exemplary	41	49	43	24	35
Number of students tested	130	117	106	120	128
<b>2. Students receiving Special Education</b>					
Met and above	69	60	61	56	48
Exemplary	27	5	19	8	3
Number of students tested	49	20	31	36	31
<b>3. English Language Learner Students</b>					
Met and above	92	100	80		73
Exemplary	33	50	33		36
Number of students tested	12	10	15	8	11
<b>4. Hispanic or Latino Students</b>					
Met and above	90	100	83	90	80
Exemplary	45	55	28	30	33
Number of students tested	20	11	18	10	15
<b>5. African- American Students</b>					
Met and above	68	88	79	61	63
Exemplary	24	42	32	11	23
Number of students tested	25	33	19	28	30
<b>6. Asian Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>9. White Students</b>					
Met and above	89	90	90	86	85
Exemplary	57	49	58	42	47
Number of students tested	148	138	169	169	165
<b>10. Two or More Races identified Students</b>					
Met and above					
Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Met and above					
Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Met and above					
Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Met and above					
Exemplary					
Number of students tested					

**NOTES:**