

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. James Ann Lynch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lake Carolina Elementary School
(As it should appear in the official records)

School Mailing Address 1151 Kelly Mill Road
(If address is P.O. Box, also include street address.)

Blythewood South Carolina 29016-8726
City State Zip Code+4(9 digits total)

County Richland State School Code Number* 4002089

Telephone (803) 714-1300 Fax (803) 714-1301

Web site/URL www.richland2.org/lce E-mail jlynch@lce.richland2.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Dr. Stephen Hefner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richland School District Two Tel. (803) 787-1910

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Stephen J. Shellenberg
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 15 Elementary schools
 _____ 6 Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ 5 Other
 _____ 30 TOTAL
2. District Per Pupil Expenditure: _____ 8700
 Average State Per Pupil Expenditure: _____ 8159

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	14	12	26	7			0
K	87	81	168	8			0
1	91	84	175	9			0
2	74	99	173	10			0
3	74	89	163	11			0
4	93	76	169	12			0
5	82	80	162	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1036

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 5 | % Asian or Pacific Islander |
| 42 | % Black or African American |
| 3 | % Hispanic or Latino |
| 49 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 16 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	93
(2)	Number of students who transferred from the school after October 1 until the end of the year	61
(3)	Total of all transferred students [sum of rows (1) and (2)]	154
(4)	Total number of students in the school as of October 1	941
(5)	Total transferred students in row (3) divided by total students in row (4)	0.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 7 %
- 68 Total Number Limited English Proficient

Number of languages represented: 17

Specify languages: Cambodian, Cantonese, Chinese, French, German, Indian, Japanese, Korean, Malayalam, Finnish, Russian, Spanish, Tagalog, Tamil, Telugu, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 168

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{9}{97}$ % 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>11</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>20</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>63</u>	Speech or Language Impairment
<u>1</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		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>52</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>7</u>
Paraprofessionals	<u>28</u>	<u>0</u>
Support Staff	<u>12</u>	<u>0</u>
Total number	<u>110</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	94 %	95 %	95 %	94 %
Teacher turnover rate	16 %	13 %	8 %	7 %	12 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The reasons for teacher turnover are as follows: spouse's job relocation, family status change such as birth of baby or day care needs, etc.

PART III - SUMMARY

Lake Carolina Elementary School, located in Richland School District Two in Northeast Columbia, South Carolina, was opened in 2002. The Lake Carolina community features more than 30 interconnected, family-centered neighborhoods and a 200-acre freshwater lake. The school itself, sitting among these communities, with its large glass windows and doors, wide hallways, optimal lighting, and lush green plants, exudes a serene and safe environment.

During the past six years, Lake Carolina Elementary (LCE), which serves pre-kindergarten through 5th grade students, has experienced a 300% increase in its enrollment, from 350 to 1048 students. The needs, backgrounds, and cultures of the 'lake' community are quite diverse; our families speak 17 different languages other than English. The diversity of students, staff, and community is celebrated, appreciated and considered one of Lake Carolina's greatest strengths. Building upon the lake theme and its family-centered focus, the school's mission promotes 'a safe, caring and respectful educational environment for all students through the use of innovative teaching strategies and character education to create successful, life-long learners, as we sail beyond excellence.'

Lake Carolina's commitment to excellence has created a culture that embraces its dynamic growth and continuous change. LCE has consistently achieved a State Report Card Rating of Excellent/Excellent over the past four years and was awarded the Red Carpet School Award from the South Carolina (SC) Department of Education for outstanding service to the community and the United Way Humanitarian award. LCE uses Integrated Thematic Instruction (ITI), an instructional model based on understanding how the brain learns best. The goal of ITI is to grow responsible citizens through developing a positive relationship between the student and teacher; stimulating and awakening the brain with specific instructional strategies; and developing curriculum that makes learning come alive.

Indeed learning comes alive each and every day at LCE. Student art work covers the walls of corridors and classrooms. Walk into any classroom, and you will clearly see dynamic teachers teaching and students actively learning. Students work independently, with partners, and in small groups. In every class, students are engaged in learning and move seamlessly among various instructional settings. Students are encouraged to develop their own particular interests and abilities through differentiated instruction, personality and 'smarts' assessments, and in-school and extra-curricular personal and community enrichment opportunities. Parents and community volunteers feel welcome and are eagerly greeted by Dr. James Ann Lynch, LCE's founding principal, and her strong administrative team. The school schedule accommodates time for teachers to confer, plan, and learn collaboratively.

Teachers, administrators, and staff share a common vision and work as a team to do what is best and right for all children. Faculty members are identified, chosen, and nurtured to maximize and support their abilities. LCE's pursuit of high teacher efficacy is evidenced by the increasing number of National Board Certified teachers each year, with a total of 19 certified teachers and 5 teachers currently seeking certification. Additionally, as a Professional Development School (PDS) associated with the University of South Carolina's teacher education program, LCE embraces undergraduate and graduate education majors to work with classroom teachers. Professional development includes training in differentiated instruction, ITI brain-based research, and data analysis to determine student needs and assess the effectiveness of instructional strategies. Dedication to 'time on task' is unyielding, and everyone, at every level, is expected to meet the highest possible standards.

Success for all students is driven by high expectations, collaborative teaching, consistent discipline, mutual respect, and faculty empowerment. Students, faculty and staff, and community members come together to work towards a common goal and live by a common set of behavioral standards. LCE's School Improvement Council (SIC) was a finalist in the Dick and Tunky Riley SIC awards. The Parent/Teacher Organization generates additional resources for the school and sponsors a Family Fun Night each quarter, providing an

opportunity for families to spend time together and get acquainted with other Lake Carolina families.

Faculty, staff, and students follow the Lifelong Guidelines[®] of Trustworthiness, Truthfulness, Active Listening, No Put Downs, and Personal Best. An integral goal of the LIFESKILLS[®] and Lifelong Guidelines[®] instruction is to empower our students to become leaders. When LCE first opened its doors in 2002, the principal and her administrative team, faculty and staff, students, parents, and community members, jointly decided to place a captain's hat on the school mascot (the Lake Carolina Gator) to signify to our students that they are all leaders. Students have ample opportunities to develop leadership and social awareness as a formal part of their education, and they volunteer in civic and community service activities, such as Walk for Life, Humane Society, Empty Bowls fundraiser for the Children's Hospital, and many others. Lake Carolina Elementary School's students, parents, teachers, administrators, and community members are dynamic learners and leaders in a global community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The No Child Left Behind Legislation and the South Carolina Accountability Act of 1998 require the assessment of students in grades 3-8, which is fulfilled through the administration of the Palmetto Achievement Challenge Test (PACT). This comprehensive assessment evaluates students in the areas of English/Language Arts (ELA), Mathematics, Science, and Social Studies and is aligned with state standards. All students are tested on grade level. The only exception is a student in his/her first year in the USA who is required to take math.

As noted in the Fordham Institute and Northwest Evaluation Association (NWEA) Study entitled The Proficiency Illusion (October 2007), SC has the 4th highest reading and math proficiency standards in the nation. In addition, the 2008 Quality Counts Report, 'Grading the States,' (Education Week, January 10, 2008) ranks South Carolina 5th in the nation on Standards, Assessment, and Accountability. Further information on the Palmetto Achievement Challenge Test can be found at <http://www.ed.sc.gov/agency/offices/assessment/pact>.

The PACT student performance indicators are: Advanced: very high score; very well prepared to work at next grade level; exceeded expectations.

Proficient: well prepared to work at next grade level; met expectations.

Basic: met standards; minimally prepared; can go to next grade level.

Below Basic: did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level.

LCE has shown consistent gains in the percentage of students scoring at or above Proficient in ELA over the past five years. From 2003 to 2007, third grade increased by 20%, 4th grade increased by 21%, and 5th grade increased by 31%. In the African-American subgroup, the percentage of students scoring at or above Proficient increased by 21% in 3rd grade, 22% in 4th grade, and 20% in 5th grade. Ninety-nine percent (99%) of our African-American students in 4th grade and 94% in 5th grade scored at or above Basic in 2007. In our subgroup of Free/Reduced Lunch, 3rd grade reflects a 24% increase in students scoring at or above Proficient from 2003 to 2007, and 4th grade had an 18% increase, with the number of students scoring at or above Basic at 100% in this subgroup. Ninety percent (90%) of our 5th grade students scored Basic or above. In mathematics over the past 5 years, our 3rd grade students demonstrated a 5% increase, scoring at or above Proficient. In 4th grade, the increase has been consistent and has improved by 19% scoring at Proficient and above from 2003 to 2007. In 5th grade, the increase was 17%. African-American students improved by 21% scoring at Proficient and above from 2003 to 2007. African-American 4th graders scored at or above Proficient, an increase of 22%, and the 5th grade increased by 20% in this same category. Fourth graders in this subgroup increased by 24% scoring at or above Proficient.

For the past five years, LCE has scored Excellent on the Absolute Rating on the SC State Report Card, and we have scored Excellent on the Improvement Rating for the past four years. (We were not able to achieve an Excellent rating on Improvement the first year we received a report card, as our school had just opened.) Since our opening in 2002, we have met the objectives for Adequate Yearly Progress (AYP). We also have been recognized by the South Carolina Education Oversight Committee for Closing the Achievement Gap for African-American students for the past five years and Free/Reduced Lunch students for the past three years. In 2005, we closed the gap in 3 categories; in 2006, we closed the gap in 8 areas; and in 2007, we closed the gap in 11 areas. LCE was awarded the Palmetto Silver Award for Academic Achievement in 2003 and the Palmetto Gold Award for Academic Achievement in 2004, 2005, 2006, and 2007.

2. Using Assessment Results

Data are an integral part of what we use to reflect, inform, and improve student achievement at Lake Carolina Elementary. We share data at grade level meetings, faculty meetings, and team leaders' meetings to address what we do well and where we need to improve. Each teacher meets with our principal a minimum of two times per year to review data and discuss strategies

and interventions that will meet the needs of individual students. Teachers and administrators discuss the results of assessments including AEP, DIBELS, Open Court Online, DRA, PACT, MAP (Measures of Academic Progress), SRI, Reading Counts and 6 Traits Writing with students, parents, and grade level teams to clearly communicate our goals, plans for improvement, and student goal setting. As the data reflect the need for additional interventions in the primary grades, we use supplemental reading programs, such as Wilson Foundations, Reading A-Z, and Open Court intervention strategies. We use after-school tutoring, extended year programs, and PACT Blitz (an after-school enrichment class) for all grade levels.

Students performing in the top 7 percentile on a nationally-normed assessment and scoring 'Advanced' on our state assessment are given the opportunity to participate in gifted and talented classes. Assessment results guide our teachers in implementing differentiated instruction in order to maximize teaching and learning for all students. To reduce regression during the extended summer break, LCE decided to host an early and late summer school session during 2007. Our student population, in which 30.58% qualify for Medicaid and the majority is classified as historically underachieving by the SCEOC (South Carolina Education Oversight Committee), has achieved a rating of Excellent/Excellent on the State Report Card for the last four years.

3. Communicating Assessment Results

Communication is a top priority at Lake Carolina Elementary. At the beginning of the year, we host a new parent orientation and all students receive a calendar/handbook outlining the year's events and expectations. Teachers utilize parent e-mail groups, current web pages, and weekly class newsletters highlighting standards being taught, student successes, and upcoming assignments and expectations. These weekly newsletters, along with graded assessments, go home in the Friday communication folders, which are signed by parents. Teachers also maintain communication logs as they conference with and contact parents. At the beginning of the school year, parents meet with teachers to discuss assessment results, such as PACT and MAP. Individual student goals for the year are communicated through a contract that students, parents and teachers sign. Comprehensive school report cards are issued in November by the SC Department of Education and are disseminated to our families. These reports detail information about the school in the areas of academics, attendance, school survey results and adequate yearly progress (AYP). Our school prepares an Annual School Report spotlighting the School Improvement Council's goals, PACT results, recent awards, innovative programs, and other data. Our open-door philosophy empowers parents to visit LCE at any time and contact teachers via e-mail, notes, and voice mail. Our principal maintains a parent e-mail group that includes over 1,100 contacts, which is used to send updates, request input, and maintain a constant dialog with our school families. Connect-ED (a service that enables administrators to record, schedule, send, and track personalized voice messages to tens of thousands simultaneously), the Communi-Gator (our weekly school newsletter), and Channel 12 (our district news channel) are also utilized by our principal and district personnel to keep families informed. Our school has a web page which is updated weekly with our school newsletter, lunch menus, and other instructional and assessment information.

Formal assessment results are distributed each nine weeks, and interim reports are issued halfway through each nine weeks. Parents may also access their student's assessment information daily via Parent Portal, our district's online reporting system for grades and attendance. After the spring administration of MAP, parents/guardians and students are informed of the results and assess student progress toward their goals. Our efforts to keep the community involved and informed are evident in the way that we maintain constant contact with our stakeholders through personal tours, written communications, online communications, and an inviting open-door policy.

4. Sharing Success:

Our faculty embraces leadership roles in our district, state and nation. Our dedication to maximizing learning for all students drives us to continuously grow and share our knowledge with other professionals. We work closely with several colleges and universities and host student teachers and interns across all grade levels as well as in music and library science. As a Professional Development School (PDS) in partnership with the University of South Carolina (USC), we have a team that will lead a session, 'Planting the Seed: Growing and Sustaining a PDS' at the 2008 Professional Development Schools National Conference in Orlando, Florida. Due to the strong performance of our students on standardized tests, administrators and teachers from our district and many other districts across the state visit us to gain insight into best teaching practices and learn more about our instructional model, ITI. Through the

implementation of this brain-based instructional model, we network with instructors and educational professionals across the nation. Our teachers conduct professional development sessions at our bi-annual district-wide Instructional Fair. Our principal has served as a mentor to two different schools with 'Unsatisfactory' state report card ratings. Principals and assistant principals share at monthly district administrators' meetings on strategies that have been successful at LCE. They also have participated in principals' panels on sharing professional expectations of educators and answering university students' questions at USC. Grade level curriculum leaders meet quarterly at district meetings to communicate strategies and ideas that work. Two of our teachers have worked with district coordinators to develop videos featuring their differentiated instructional practices and reading workshop expertise. These videos are used throughout the district to train other teachers. Our culture is one of inclusion and high expectations for ALL students. Our mantra of 'Sailing Beyond Excellence' defines who we are as a collegial community in an overall culture of excellence. Lake Carolina Elementary is a school of innovators, leaders, and learners in a global community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lake Carolina Elementary's core curriculum is aligned with the South Carolina Academic Standards. The ITI (Integrated Thematic Instruction) Model, based on the latest brain research, is used to deliver the standards to all students. Grade levels have scheduled common planning time to facilitate team planning. The district's pacing guides are utilized to assist in long range planning and equitable instruction among classes. As classroom teachers develop lesson plans for all disciplines, the long range plans are shared with the related arts team. These plans are used to correlate related arts instruction with regular classroom instruction in the areas of art, music, physical education, computer lab, science lab, media center, and our language and literacy class which emphasizes Spanish.

Reading and language arts are delivered using the instructional models published by Open Court and Harcourt. Novel studies and author studies are an integral component used to engage students. Supplemental programs such as SAIL (Sailing Away Into Literacy), Wilson Foundations, leveled readers, Reading A to Z materials, big books, FRED (Families Reading Every Day) folders, classroom libraries, journal writing, and reading logs are used to differentiate instruction. Reading Counts, a computerized reading program, is used school-wide in grades K-5 to enhance and remediate instruction. We use 6 Trait Writing as the assessment to enhance the writing process for all grade levels (K-5).

Math instruction is delivered using Harcourt Math as the core. The correlating Harcourt web site is utilized at school and home to reinforce skills being taught. Math manipulatives are an integral part of instruction at all grade levels, and technology is well-demonstrated through computerized mathematics programs, such as Mighty Math and Graph Club. SmartBoards actively engage students in mathematics instruction, and supplemental resources from Sunshine Math, Everyday Math, and AIMS are utilized to excel and remediate.

In science, Scott Foresman and Macmillan/McGraw-Hill are the core resources for grades K-5. Hands-on experiences are fundamental to our program and are provided using FOSS (Full Option Science Systems) Kits, GEMS (Great Explorations in Math and Science), DSM (Delta Science Modules), STC (Science and Technology Concepts), Insights, and 'being there experiences' through field studies and on-campus explorations. Science instruction is enriched through science lab experiences.

Our social studies curriculum is supported by Scott Foresman and Gibbs Smith and is enhanced by the LIFESKILLS[®] and Lifelong Guidelines[®] of ITI. Teachers use novel studies to reinforce the standards and capitalize on the connection between language arts and social studies. 'Being there experiences' cement the learning as students role play and reenact various periods throughout history and travel to historical locations throughout the state. Weekly Readers, Time for Kids, newspapers, Brain Pop, United Streaming, Geo Safari, Social Studies Weekly, and Timeliner software are also used to enhance social studies instruction.

2a. (Elementary Schools) Reading:

Reading and language arts instruction are delivered using Open Court as the primary resource in grades K-2 and Harcourt in grades 3-5, as they are district-adopted reading programs. These reading programs were selected by teachers from all schools and grade levels in the district after careful evaluation of all state-approved programs. In order to meet the needs of all students we implement a myriad of additional strategies. In grades 1-2, reading instruction is supplemented with SAIL (Sailing Away Into Literacy), a program in which two teaching assistants work with small groups. The teachers collaborate with the SAIL instructors to plan lessons that reinforce basic reading skills. Advanced readers are also accommodated with appropriate small group lessons. One of our district superintendent's goals is that all students will be reading on grade level by the end of second grade. SAIL is fundamental to our success in this area, as 95% of our second graders' MAP scores were on or above grade level last year.

The following supplemental programs are used as teachers differentiate in grades K-5: Wilson Foundations, leveled readers, Reading A to Z materials, big books, FRED (Families Reading Every Day) folders, classroom libraries, journal writing, reading logs, author studies, and novel units. In addition, Reading Counts, a computerized reading program, is used school-wide in grades K-5 to enhance and remediate reading instruction. SRI (Scholastic Reading Inventory) is administered twice per year to assess reading progress and guide students in self-selected reading appropriate for their recommended reading ranges. Teachers use this diagnostic information to guide and support their reading instruction. Last school year, students took 109,254 Reading Counts quizzes at our school. Semi-flexible scheduling in the media center allows students to access books and complete class assignments at their point of need.

We use 6 Trait Writing as the assessment to enhance the writing process for all grade levels (K-5). During the year, we conduct two in-house 6 Trait assessments, which include calibration led by our District Language Arts Coordinator, in which all certified teachers score samples and provide valuable feedback to improve instructional areas of focus. Our results are analyzed and evaluated by class, by grade level, and by school as compared with other district schools. Particular traits are gleaned from these data for continued instructional focus. Using these data from 6 Trait assessments, teachers integrate reading and writing as they select literature emphasizing the traits that need re-teaching or additional focus. All teachers use Ruth Culham's Picture Books: An Annotated Bibliography for Teaching Writing as a resource for integration. We believe that students should be immersed in reading and writing every day, and our dedication to that philosophy has led us to use a wide variety of methods to engage all students.

3. Additional Curriculum Area:

Science:

Our school's mission embodies the desires and goals of its citizens: 'The faculty and staff of our school, in collaboration with the community, will promote a safe, caring and respectful educational environment for all students through the use of innovative teaching strategies and character education to create successful, life-long learners, as we sail beyond excellence.' As science accountability increases and the demand for sound science instruction has become a national focus, LCE's administrators and teachers made it a priority to fund a fully equipped science lab with a National Board Certified teacher. This innovative approach to teaching science incorporates inquiry, community experts, and in-house 'being there experiences.' This teacher collaborates with classroom teachers to insure that lab instruction is aligned with science instruction taking place in the classroom. The lab setting allows for hands-on, engaged learning. The district uses our program as an example for exemplary science instruction and improved performance on PACT.

Scott Foresman is the core resource for our science instruction in 5th grade, and the core resource for grades K-4 is Macmillan/McGraw-Hill. Hands-on experiences are fundamental to our program and are provided using FOSS (Full Option Science Systems) Kits, GEMS (Great Explorations in Math and Science), DSM (Delta Science Modules), STC (Science and Technology Concepts), Insights, and 'being there experiences' through field studies and on-campus explorations. Fourth-graders travel to Barrier Island, Charleston, SC, for a three-day intensive study of the environment, animal life, and earth science. Our outdoor classroom is an available setting for all teachers to immerse students in scientific learning. We strive to teach the whole child as we engage students in everything from using skateboards while teaching force, motion, and friction to traveling with 5th graders to observe landforms in Ruby Falls, Tennessee.

4. Instructional Methods:

ITI (Integrated Thematic Instruction) serves as our instructional model. Classroom furniture is arranged in learning clubs to facilitate cooperative learning, peer tutoring, and a non-threatening instructional setting. Purposeful classroom design includes the use of soft lighting, plants, brain compatible colors, and content-rich displays to meet the needs of the whole child. Movement strategies include milling to music, fold the line, clock appointments, huddles, graffiti, four corners, quiz/quiz/trade as well as a variety of brain

gyms used to energize and refocus students for learning. All of these brain-based researched practices have proven to be effective for our learning community as is evidenced by our academic achievement.

In each classroom, differentiated instruction (DI) is used to clearly address the individual needs of each student to foster academic achievement. Twenty-seven of our teachers have been formally trained in differentiated instruction, of which 6 are DI coaches. These experts model strategies at faculty meetings and share ideas in grade level planning sessions to promote equitable instruction for all students. Differentiated instruction involves many strategies and methods such as flexible grouping wherein the teacher adjusts the groups based on criteria including interests, abilities, or multiple intelligences (verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, musical, naturalist). Other strategies might include tiering assignments, learning contracts, compact instruction, scaffolding instruction, and varied methods including the use of technology. DI accommodates the learning styles and individual needs of all students and has proven to be fundamental in improving student achievement.

Our resource program meets the needs of our learning community by providing flexible scheduling. The resource teachers have structured their day in a way that allows some students to work with them after the traditional school day ends so they do not miss valuable instructional time with their classes. The teachers use resources such as Wilson Reading, Intensive Phonics software, and math manipulatives; additionally, a diverse team of volunteers demonstrates best practices with students. The collaboration between the resource teacher and the classroom teacher has proven to be successful as evidenced by the gains on standardized tests for this portion of our student population: ELA - 8 percentage points higher, math - 12 percentage points higher, and science and social studies - 10 percentage points higher for PACT 2007.

5. **Professional Development:**

Our principal values a philosophy of shared leadership and includes all staff in professional development at our school. We have participated in a variety of professional development opportunities which include: Learning Centered Schools, Santa Cruz Mentor, STEP Mentor, SCIRA conferences, ITI (Integrated Thematic Instruction) Power Pack days, Curriculum Mapping, Roper Mountain Science Institute, Bully Prevention, Climbing the Data Ladder (use of MAP scores to differentiate instruction), Diversity Team, Ruby Payne's conference on A Framework for Understanding Poverty, Wilson Reading, school, district, and university technology classes, and a host of district curriculum course offerings. At the end of each year, all faculty and staff are surveyed regarding professional needs. Plans are then made to develop these areas to enhance the instruction and professional development of our entire faculty and staff.

When our school opened in 2002, we used the School Observation Measure (SOM) to assess areas in need of instructional focus. SOM observations in 2002 revealed technology and active student engagement as two areas of focus. We implemented additional technology training and developed an expectation of 100% active student engagement. To meet our technology goals and increase student learning, the PTO has committed to providing a SmartBoard and projector for every classroom, ultimately enhancing differentiated instruction and improving student achievement.

In the spring of 2005, faculty and staff, with the support of our School Improvement Council (SIC), committed to becoming an ITI school and contractual member with Susan Kovalik and Associates. During the summer of 2005, 100% of our faculty and staff were trained in ITI through Model Teaching Week held at our school and brain research held at a nearby ITI middle school. We are sustaining ITI through ITI coaching two times per year and summer Model Teaching Weeks. Each faculty and support staff meeting contains ITI movement and agenda strategies modeled by faculty/staff experts. The implementation of ITI has resulted in a 50% decrease of student discipline referrals, which positively impacts student achievement.

Professional book studies have included Zap the Gaps, Whale Done, QBQ-The question Behind the Question, Five Main Things, Exceeding Expectations, and Tools for Citizenship and Life. Teacher leaders have completed a professional study of Thriving as a Teacher Leader and our office staff completed a professional study of The Magic Kingdom-7 Habits

of Disney's Success. Additionally, we have had nineteen teachers to successfully complete National Board Certification, twenty-seven teachers to complete formal DI training, eight Tech Mentors with one Instructional Technology Specialist, eight 6 Trait Writing Coaches, and sixteen ITI Teacher Leaders to support faculty and staff in bringing excellence to teaching and learning at our school.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Palmetto Achievement Challenge Test
 Edition/Publication Year 2003-2007 Publisher South Carolina Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	94	98	98	96	92
% "Exceeding" State Standards					
% At or Above Proficient	76	77	74	71	56
Number of students tested	162	161	125	109	79
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	89	97	95	94	87
% "Exceeding" State Standards					
% At or Above Proficient	67	73	61	57	46
Number of students tested	81	88	57	54	46
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	85	93	96	90	75
% "Exceeding" State Standards					
% At or Above Proficient	59	61	60	45	35
Number of students tested	27	28	25	20	20
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	79	100	92	83	80
% "Exceeding" State Standards					
% At or Above Proficient	58	38	67	42	40
Number of students tested	19	8	12	12	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	99	97	95	93	92
% "Exceeding" State Standards					
% At or Above Proficient	81	71	64	63	60
Number of students tested	151	143	133	100	75
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	99	95	90	89	86
% "Exceeding" State Standards					
% At or Above Proficient	72	64	53	53	50
Number of students tested	75	74	73	53	36
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	100	90	81	72	79
% "Exceeding" State Standards					
% At or Above Proficient	55	71	42	22	37
Number of students tested	20	31	31	18	19
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	83	69	85	75	90
% "Exceeding" State Standards					
% At or Above Proficient	50	31	46	25	30
Number of students tested	8	13	13	12	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	96	94	92	90	85
% "Exceeding" State Standards					
% At or Above Proficient	64	57	53	50	33
Number of students tested	144	142	122	109	75
Percent of total students tested	99	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	94	90	87	88	81
% "Exceeding" State Standards					
% At or Above Proficient	51	53	44	39	31
Number of students tested	70	79	61	56	48
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	90	86	74	80	89
% "Exceeding" State Standards					
% At or Above Proficient	45	86	37	80	90
Number of students tested	29	29	19	25	19
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	100	70	82	77	67
% "Exceeding" State Standards					
% At or Above Proficient	38	20	27	38	11
Number of students tested	8	10	11	13	9
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	91	91	91	91	89
% "Exceeding" State Standards					
% At or Above Proficient	46	57	42	24	41
Number of students tested	162	161	125	109	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	89	97	95	94	87
% "Exceeding" State Standards					
% At or Above Proficient	67	73	61	57	46
Number of students tested	81	88	57	54	46
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	81	79	84	75	80
% "Exceeding" State Standards					
% At or Above Proficient	19	36	20	10	20
Number of students tested	27	28	25	20	20
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	79	75	81	75	50
% "Exceeding" State Standards					
% At or Above Proficient	37	6	50	0	20
Number of students tested	19	8	12	12	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	97	95	94	94	92
% "Exceeding" State Standards					
% At or Above Proficient	72	64	65	55	53
Number of students tested	151	143	133	100	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	99	95	90	89	86
% "Exceeding" State Standards					
% At or Above Proficient	72	64	53	53	50
Number of students tested	75	71	73	53	36
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	100	94	81	78	84
% "Exceeding" State Standards					
% At or Above Proficient	50	61	29	17	26
Number of students tested	20	31	31	18	19
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	87	85	77	83	90
% "Exceeding" State Standards					
% At or Above Proficient	63	31	52	25	20
Number of students tested	8	13	13	12	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Basic	94	92	90	87	80
% "Exceeding" State Standards					
% At or Above Proficient	57	52	53	51	40
Number of students tested	144	142	122	109	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	94	90	87	88	81
% "Exceeding" State Standards					
% At or Above Proficient	51	53	44	39	31
Number of students tested	70	79	61	56	48
2. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	83	90	74	85	79
% "Exceeding" State Standards					
% At or Above Proficient	31	41	47	31	32
Number of students tested	29	29	19	26	19
3. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Basic	87	50	73	77	56
% "Exceeding" State Standards					
% At or Above Proficient	38	30	27	30	0
Number of students tested	8	10	11	13	9
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					