

# **Brushy Creek Elementary School**

## **Strategic Plan**

**Building a Community of Excellence One Student at a Time**



**Brushy Creek Elementary School**  
**1344 Brushy Creek Road**  
**Tailors, South Carolina 29687**  
**864-355-5400**

**Charles T. Davis, Jr., Principal**  
**W. Burke Royster, Superintendent**

**Action Plan 2013-14 through 2017-18**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Brushy Creek Elementary

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2013-14 (*one year*)

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Rick Arboscello		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Mr. Charles T. Davis, Jr.		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1344 Brushy Creek Road Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-5400

PRINCIPAL'S E-MAIL ADDRESS: ctdavis@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

Position	Name
Principal	Charles T. Davis Jr.
School Improvement Council	Rick Arboscello
Assistant Principal	Jan Griffin
Community Member	Barry Horst
Parent	Dr. Carolyn Brightharp

OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	Name
Instructional Coach	Gaie Perez
Guidance Counselor	Alice Upchurch
SIC Member	Tina Bonadies
PTA Member	Abby Standridge
SIC Member and Teacher Representative	Jessica Hutcheson

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## **ASSURANCES FOR SCHOOL PLAN**

### **Act 135 Assurances**

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

**X**      **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X**      **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X**      **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

**X**      **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

**X**      **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**X**      **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X**      **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

**X**      **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**X**      **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X**      **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-

appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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**X      Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## Executive Summary

During the 2012-2013 school year, Brushy Creek updated the School Improvement Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- Annual School Report Card

### Faculty Council and Vertical Teams

<b>Faculty Council</b>	<b>Math/ Technology</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis
Charles Davis	Kristen Wiggs	Stephanie Wright	Kellie Wallen	Debra Forrester
Janet Griffin	Charissa Kelly	Brandy Smith	Joy Rogers	Pam McGahee
Gaie Perez	Chris Schultz	Lisa Moran	Vicki Lewis	Sharon Bennett
Jessica Huchteson	Bridgett Pressley	Hope Chapman	Tieraney Rice	Molly Mosley
Jennifer Hart	Abby Martin	Kathy Lewis	Caroline Burr	Ellie Placko
Lynsay Birckbichler	Mary Jane Leland	Ginny Causey	Marty Mayfield	Hope Chapman
Lauren Cash	Rachel Pope	Kerry	Holly Rushton	Laura Shaw

		Culpepper		
Erica Lewis	Nicole Welsh	Alice Upchurch	Amy Blanchard	Nicola McGinty
Brooke Thompson	Gaie Perez	Charles Davis	Jan Griffin	Lauren Heppeard
Tammy Rogers				Angela Larsen
Beth Farmer				Anne Shafer
Corinne Wickline				Brittany Evans
Christine Wallace				
Sharon Bennett				

#### Summarize findings of student achievement

- ESEA letter grade of 89.9 "B" for the 2012-2013 school report card
- Earned an Excellent/Excellent report card ratings for the third consecutive year
- 89.5% of third through fifth grade students scored Met or Exemplary on PASS reading
- 89.2% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and state average in math and ELA
- Students in fifth grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students in science and social studies, however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance.
- FARMS students continue to score lower on PASS math and ELA than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of math

#### Summarize findings for teacher and administrator quality

- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

#### Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)
  - According to our parent survey from the 2012 school report card, 91% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.
- Needs Assessment for Student Achievement: (PASS data)
  - Our 2011-12 student achievement level for the ALL STUDENTS category in ELA decreased from 92.1% to 89.5%.
  - Our 2011-12 student achievement level for the ALL STUDENTS category in Math decreased from 91.8% to 89.2%.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 100% of our teachers are satisfied with the learning environment, social and physical environment, and the school-home relations, however, we continue to explore ways to improve our communication with parents and students in order to involve all stakeholders in improving our school climate.

#### Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing to fund part-time Science lab and Response to Intervention (RTI) part-time positions through local funds
- Continuing the tradition of high performance on MAP and PASS testing
- Increasing the use of a variety of technology in the instructional program to prepare students for 21st century learning

- Continuing to provide current staff development on best practices such as common core standards, balanced literacy, and technology integration

Brushy Creek's significant awards, results, or accomplishments from the past three years

- National Blue Ribbon School of Excellence Award (1998-99)
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award (1995-96)
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner (1986-99)
- Red Carpet Schools Award (2001-02, 2008-11)
- Palmetto Finest Finalist (2011-12)
- Palmetto Gold Award Winner (2001-2005, 2009-2011)
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence

### **School Profile**

Brushy Creek Elementary School is located in the suburban community of Taylors, South Carolina. It is one of fifty-one elementary schools in the School District of Greenville County. The school serves students in K4 through Grade 5. The school day begins at 8:00 a.m. and students are dismissed at 2:30 p.m.

The original Brushy Creek Elementary School was a four-room facility located across the street from the present campus. Rapid growth in the area created the need for a larger modern facility, and in 1964 a new building was completed. In the mid- seventies, a 10-classroom modular unit was added. As student enrollment continued to increase, portable classroom units were added.

In August 2001, we moved into a new facility designed for a capacity of 800 students with core facilities for 1,000 students. The building has administrative offices, 34 regular classrooms, seven kindergarten classrooms, three self-contained classrooms for special education of which one can be divided into two resource classrooms; two permanent resource classrooms, two rooms for itinerant teachers, a health room, a science lab, computer lab, art room, music room, physical education multipurpose room and office. The administrative offices include an office for the principal, assistant principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, student bookstore, work area with staff mailboxes, and teacher workroom. The media center includes a professional library/conference room,

a television production room, teacher resource center, a computer research station and large office area. The school also has a guidance suite that includes two offices, a waiting area, and a conference room and an office suite for the plant engineer. Play areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer guidance instruction every other week as well as library instruction for K-2 every week. Third through fifth grade classes come to the media center as needed for class instruction. All classes have two assigned times to supplement instruction in the technology lab. A certified science lab instructor provides weekly hands on science instruction in a lab setting for all third through fifth grade students.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2012-13 school year, we served 50 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in PASS. Students worked on one of two computer software programs in either math or reading. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

### **History of Brushy Creek Elementary School**

Brushy Creek Elementary School has a long history of excellence in education, care and concern for students, and a strong involvement with the community. The first Brushy Creek School building was built in 1916. It was a four-room structure and stood across Brushy Creek Road from the present day building. Early on, quiet fields and busy farms surrounded the school. Across the street was Brushy Creek Baptist Church;

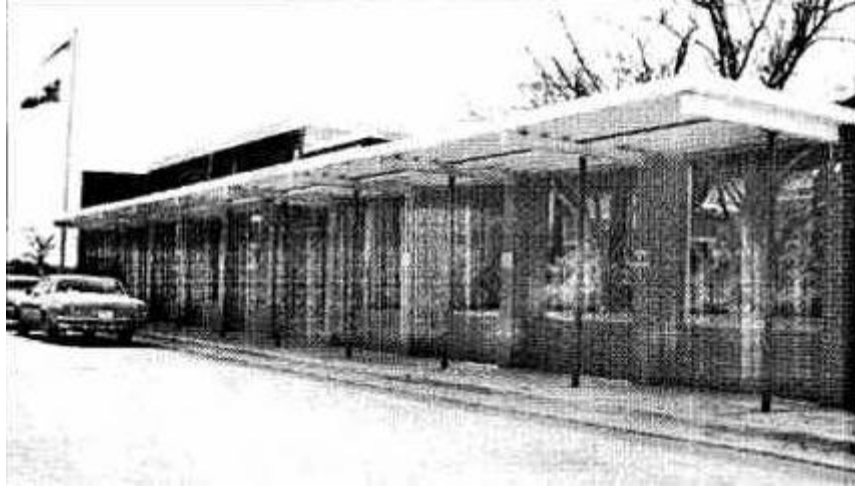
distinguished for being the oldest church in Greenville County. Up the road was the prosperous and progressive Silverleaf Dairy.



*Original Brushy Creek Elementary School  
1916*

Brushy Creek's first PTA was formed in 1956, with Mrs. Eugene Hammett (Dot) as the first PTA president. Then, as today, the families of students at Brushy Creek were intent on securing the best education possible for their children. Working closely with the school's administration, the PTA bought school supplies, helped maintain the school grounds, repaired the school building, provided substitute teachers and held fundraisers.

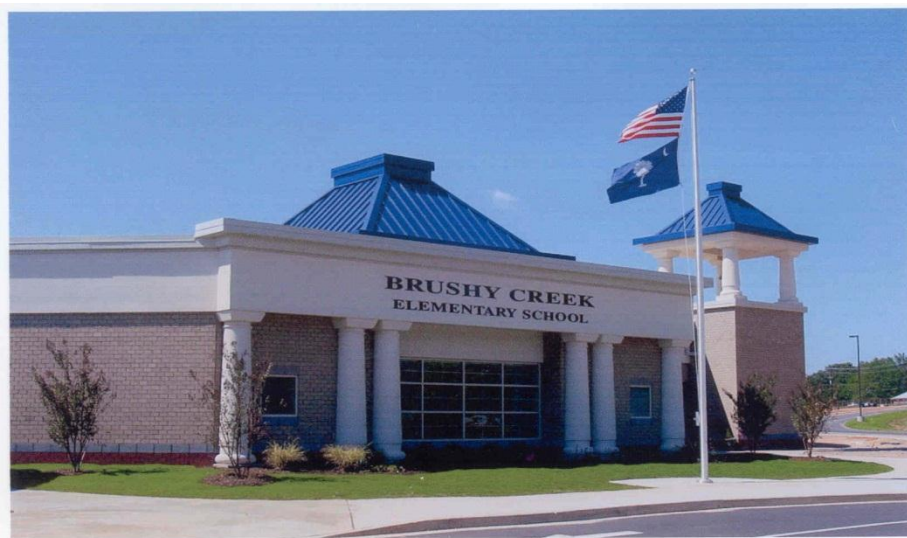
During the late 1950's and early 1960's, the future of Brushy Creek School was uncertain. At one point, the Greenville County School District decided to close the school and send the students to other schools. But eventually, the plans evolved in favor of closing the small schoolhouse and building a new structure. In the spring of 1964, the old schoolhouse that had served so well was abandoned and a new Brushy Creek structure was occupied in the fall of 1964. It had 12 classrooms and was built to educate 124 students. The first school year welcomed 486 students under the leadership of Helen Jordan and her staff.



Brushy Creek Elementary School  
1964

The 1960's and 1970's also brought many changes to the community surrounding Brushy Creek. During that time, many industries moved into Greenville, Greer and Taylors. In less than 10 years, the area evolved from a rural community to a suburban one.

Beginning in the 1970's, additions were made as needed, including a modular unit that consisted of 10 classrooms and 20 portable classrooms were added behind the 1964 building. During the summer of 1999, Brushy Creek began construction on a second new school. We moved into the new building in August, 2001.



Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was

awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998. In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education. (<http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html>) During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence.

### **Brushy Creek Attendance Area**

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 45% and our FARMS population is 33%.

### **Current Enrollment**

Enrollment for 2012-2013 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
20	139	127	149	154	142	141	872

## **School Personnel**

### **Our Leaders**

#### **Charles T. Davis, Jr.**

Charles T. Davis, Jr., principal, for the past several years has served Greenville County Schools as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools. Mr. Davis has also served as an elementary teacher and school counselor in Greenville County prior to beginning his career as an administrator.

A graduate of Morris College in Sumter, South Carolina, he earned a Bachelor of Science Degree in Elementary Education. Additionally, Mr. Davis completed graduate studies at Clemson University. While there he earned a Master of Education Degree in School Counseling, as well as 30 additional hours in family and student behavioral counseling. Mr. Davis also obtained certification in Educational School Leadership from Clemson University.

In his fourteenth year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

#### **Janet D. Griffin**

Brushy Creek's Assistant Principal is Jan Griffin. Ms. Griffin received her B.S. degree from Winthrop College and attended Furman University for graduate level work. At Furman, Ms. Griffin received Master of Arts degrees in Special Education and Elementary Administration. Ms. Griffin taught in the classroom for over 20 years before moving into administration. She taught typing, learning disabilities resource, and computer keyboarding, all at the middle school level. Mrs. Griffin has been an Assistant Principal at Brushy Creek now for sixteen years. Because the role of Assistant Principal includes the disciplining of students, Ms. Griffin strives to support teachers in this area so that classrooms can be free from distractions that may interfere with instruction.

Embodied in her educational philosophy is the belief that schools need to grow and change in order to best meet the needs of all students. "Educators need to be encouraged and feel safe when they experiment with new innovations and techniques, which may benefit their students. In essence, we need to take more risks if we are going to 'discover' what will better meet the needs of our students. The school and the community should join forces to carefully shape a significant culture which embraces all children and gives them reason to be excited to attend school, remain in school, and develop a zest for life-long learning."

### **Instructional Staff**

There are 72 instructional staff members at Brushy Creek. The school is staffed with a principal, assistant principal, 49 teachers, one full-time, one part-time school counselors, one science Lab Instructor, and an instructional coach. The support staff includes 11 paraprofessionals, one nurse, two and ½ office staff, one media clerk, seven cafeteria workers, and six custodial staff.

The staff's educational levels include 29 teachers that have a Bachelor's degree, 31 teachers have a Master's degree, and twelve teachers have National Board certification. The average teaching experience ranges from 29 to 1 year of teaching experience. One teacher is certified as Intel Teach to the Future Technology instructor. One teacher is a Spanish translator for the school district. Two teachers have Gifted and Talented certification, two teachers have certification as reading specialists, and two are ADEPT evaluators.

### **Parental Involvement**

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than \$10,000 to more than \$200,000 per year. Our poverty index is 45% and has decreased from previous years.

### **Parents and Community Business Partners**

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2012-13 school year of over \$60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase

of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

Brushy Creek enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 15,000 hours per year. The PTA and community volunteers organize fund-raising programs as well as many service programs for our school.

The School Improvement Council is actively involved at Brushy Creek. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Brushy Creek Elementary School Improvement Council is:

- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic plan).
- Assist in the preparation of yearly plan updates;
- Write the annual Report to Parents, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Participate in the revision of the School Improvement Plan if the school is rated unsatisfactory on the School Report Card;
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

## **Community Partnerships**

Community and business partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibits good character and citizenship skills for our Terrific Kids program. Local businesses offer student rewards and incentives for such things as perfect attendance and honor roll. We have parents and community members who volunteer to mentor, tutor, and assist with needs identified by teachers and staff. This spirit of service has definitely spread to the Brushy Creek student body. Each year our students participate in many charitable and service-oriented projects, including, holiday food drives (including collecting treats for animals at the Humane Society), collecting gloves, hats, and coats for shelters, supporting the Miracle Hill Industries, and visiting nursing homes.

## **Major Academic and School Programs**

### **Vertical Teaming**

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Brushy Creek is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. At least twice during the year the team reads and discusses a professional article. This discussion is led by the assistant principal. This vertical team also attends a summer retreat where the coming school year is planned. During this retreat the team discusses a professional book and plans a presentation to the staff.

## **Four Blocks ELA Delivery Model/Balanced Literacy**

Brushy Creek teachers believe that a balanced literacy program is an important part of each student's academic day. All classroom teachers at Brushy Creek are trained to use Patricia Cunningham's Four Blocks model for teaching Reading/Language Arts. The Four Block Model is composed of Making Words, Guided Reading, Self-Selected Reading, and Writing. Research has shown that students who are instructed using this model are generally better readers than those students in non-Four Blocks classrooms, particularly students in first and second grade ("Implementation of the 4-Block Literacy Model in the School District of Greenville County," Anderson Research Group, 2002). Primary teachers (grades 1-2) use a fully implemented model of Four Blocks. Our third, fourth, and fifth grade teachers use the Big Blocks model according to the needs of their individual classes. Our kindergarten teachers are using the Building Blocks model.

### **Response to Intervention**

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. All kindergarten students are screened again in the winter--letter naming fluency, letter sounds fluency, and the phoneme segmentation fluency probes. Students scoring in the red and yellow areas are invited to participate in an RTI group. Students who have made good progress in both their RTI group and in the regular classroom are recommended for dismissal from the RTI program. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

### **The Writing Process**

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. (Classrooms That Work: They can all Read and Write, Cunningham and Allington, 2003)) At the kindergarten level, students use invented spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and

mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students.

## **Mission**

The mission of Brushy Creek Elementary Schools is to provide educational opportunities for children to acquire the skills necessary to empower them to become confident, life-long learners in an ever-changing global, technological society. Our school motto is "Building a Community of Excellence One Student at a Time".

## **Shared Vision**

We believe...

- Education is the shared responsibility of students, families, school, and community.
- Learning is a life-long process and is essential for continuous growth.
- All children have the ability to learn and will flourish in a stimulating learning atmosphere.
- Education promotes attitudes of self-worth, responsibility, success and confidence.
- Brushy Creek Elementary provides equal education opportunities to all students.
- Character education and citizenship, along with cultural diversity, strengthens society and should be honored and protected.
- True motivation comes from within.
- All children possess academic potential and, when challenged, can achieve personal success.
- Development of student accountability will begin at K4 and continue through Grade 5, thus supporting the district vision as articulated in the Education Plan for Greenville County School District.
- Continuous education for staff members fosters a dynamic and creative learning environment.

## **Data Analysis and Needs Assessment**

The focus of Brushy Creek Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

### **School District of Greenville County Strategic Education Plan**

1. Raise the Academic Challenge and Performance of Each Student
2. Ensure Quality Personnel in All Positions
3. Provide a School Environment Supportive of Learning
4. Effectively Manage and Further Develop Necessary Financial Resources
5. Improve Public Understanding and Support of Public Schools

### **Student Achievement Needs Assessment**

Summarize findings of student achievement

- Brushy Creek Elementary's poverty index, based on students receiving free or reduced price meals, has increased from 52.32% to 54.40%.
- ESEA letter grade of 89.9 "B" for the 2012-2013 school report card
- Earned an Excellent/Excellent report card ratings for the third consecutive year
- 89.5% of third through fifth grade students scored Met or Exemplary on PASS reading
- 89.2% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and state average in math and ELA
- Students in fifth grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students in science and social studies, however, we are pleased

to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance.

- FARMS students continue to score lower on PASS math and ELA than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of math

### **Comparison of PASS Data from 2009 – 2012**

Subgroup data was not included in the 2012 analyses due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. In 2011, PASS subgroup data was reported based upon performance level. In 2012, PASS subgroup data was reported based upon mean scale score. Therefore, schools are unable to make subgroup comparisons from 2011 to 2012. When PASS 2013 data is publically released, schools will be able to make subgroup comparison from 2012 to 2013. Data for both years will be reported based upon mean scale scores.

Proficient scores for all groups are adjusted to account for natural variation in performance as reported on the Annual School Report Card.

### **Brushy Creek Elementary Comparison of PASS ELA Data**

#### **All Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Not Met</b>	13.6	10.1	8.5	10.5
<b>Met</b>	32.4	26.8	26.5	21.9
<b>Exemplary</b>	54	63.1	65	67.6
<b>Proficient</b>	91.5	93.4	94.7	89.5

### African American Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	29.8	13.2	21.2
<b>Met</b>	38.6	43.4	36.5
<b>Exemplary</b>	31.6	43.4	22.3
<b>Proficient</b>	80.7	90.6	84.6

### Students receiving Free or Reduced Meals

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	28.4	18.9	15.7
<b>Met</b>	30.3	33.9	36.6
<b>Exemplary</b>	41.3	47.2	47.8
<b>Proficient</b>	80.7	89	90.3

### Special Education Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	47.6	37.5	36.8
<b>Met</b>	25.4	25	23.5
<b>Exemplary</b>	27	37.5	39.7
<b>Proficient</b>	61.9	68.8	77.9

### Brushy Creek Elementary Comparison of PASS Writing Data

#### All Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Not Met</b>	18.7	12.5	12	7.7
<b>Met</b>	36	31.5	30.4	32.3
<b>Exemplary</b>	45.3	56	57.6	60
<b>Proficient</b>	70.2	87.5	88	92.3

### African American Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	29.3	19.6	19
<b>Met</b>	48.8	41.2	42.9
<b>Exemplary</b>	25.5	39.2	38.1
<b>Proficient</b>	70.7	80.4	81

### Students receiving Free or Reduced Meals

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	39	21.4	23.7
<b>Met</b>	35	43.6	31.6
<b>Exemplary</b>	26	35	44.7
<b>Proficient</b>	61	78.6	76.3

### Special Education Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	66.7	51	57.1
<b>Met</b>	25.5	30.6	28.6
<b>Exemplary</b>	7.8	18.4	14.3
<b>Proficient</b>	33.3	49	42.9

### Brushy Creek Elementary Comparison of PASS Math Data

#### All Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Not Met</b>	13.4	12	8	10.8
<b>Met</b>	38.4	31.1	24.1	22.4
<b>Exemplary</b>	48.3	56.8	67.9	66.8
<b>Proficient</b>	90.1	93.7	94.7	89.2

### African American Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	36.8	26.4	25
<b>Met</b>	33.3	37.7	28.8
<b>Exemplary</b>	29.8	35.8	46.2
<b>Proficient</b>	75.4	92.5	82.7

### Students receiving Free or Reduced Meals

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	29.4	22.8	14.2
<b>Met</b>	41.3	37.8	35.8
<b>Exemplary</b>	29.4	39.4	50
<b>Proficient</b>	78	87.4	89.6

### Special Education Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
Not Met	42.2	42.2	35.3
Met	38.1	32.8	32.4
Exemplary	19	25	32.4
Proficient	60.3	70.3	73.5

### Brushy Creek Elementary Comparison of PASS Science Data

#### All Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Not Met</b>	20.8	12.4	9.3	15.3
<b>Met</b>	51.3	51	41.6	57.6
<b>Exemplary</b>	27.9	36.5	49	27.1
<b>Proficient</b>	79.2	87.6	90.7	84.7

### African American Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	40.6	23.8	25
<b>Met</b>	43.8	52.4	38.9
<b>Exemplary</b>	15.6	23.8	36.1
<b>Proficient</b>	59.4	76.2	75

### Students receiving Free or Reduced Meals

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	34.8	21.3	18.7
<b>Met</b>	43.5	53.9	49.5
<b>Exemplary</b>	21.7	24.7	31.9
<b>Proficient</b>	65.2	78.7	81.3

### Special Education Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	43.2	42.9	32.5
<b>Met</b>	31.8	28.6	22.5
<b>Exemplary</b>	25	28.6	45
<b>Proficient</b>	56.8	57.1	67.5

### Brushy Creek Elementary Comparison of PASS Social Studies Data

#### All Students

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Not Met</b>	13.8	10	8.3	12.1
<b>Met</b>	42.2	45.8	39.3	37.9
<b>Exemplary</b>	44	44.2	52.4	50
<b>Proficient</b>	86.2	90	91.7	87.9

### **African American Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	24.4	9.4	18.2
<b>Met</b>	46.3	62.5	60.6
<b>Exemplary</b>	29.3	28.1	21.2
<b>Proficient</b>	75.6	90.6	81.8

### **Students receiving Free or Reduced Meals**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	29.2	14	15.4
<b>Met</b>	43.1	51.2	51.6
<b>Exemplary</b>	27.8	34.9	33
<b>Proficient</b>	70.8	86	84.6

### **Special Education Students**

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Not Met</b>	51.3	32.5	29.8
<b>Met</b>	38.5	50	44.7
<b>Exemplary</b>	10.3	17.5	25.5
<b>Proficient</b>	48.7	67.5	70.2

### **Elementary and Secondary Education Act**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Art (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

### **ESEA Rating for Brushy Creek Elementary**

- Overall Weighted Points Total: 89.9
- Overall Grade Conversion: B

### Mean Scale Scores and Percent Tested for PASS 2012

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	687.5	693.0	645.5	660.8	99.7	100
<b>Male</b>	683.9	694.0	647.0	662.8	99.5	100
<b>Female</b>	691.6	691.8	644.1	658.0	100	100
<b>White</b>	696.4	702.5	656.0	667.6	99.6	100
<b>African American</b>	655.3	649.8	610.6	625.1	100	100
<b>Subsidized Meals</b>	658.6	659.4	623.9	634.2	100	100
<b>Annual Measurable Objective</b>	630.0	630.0	630.0	630.0	95.0	95.0

### Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)

The Iowa Test of Basic Skills (ITBS), a nationally normed test, is given to second grade students in the fall along with the Cognitive Ability Test (CogAT) to identify students for the Gifted and Talented Program (Challenge). The ITBS provides an in-depth assessment of students' achievement of important educational objectives and was developed primarily for the purpose of supporting instruction. Classroom teachers use information derived from administering the reading, language, and math tests to assist them in assessing curriculum strengths and weaknesses. Scores also help teachers make decisions about selecting instructional materials or methods, forming instructional groups, providing remediation or enrichment, and assessing individual student needs. Our goal is to meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the ITBS.

### **ITBS Results for Second Grade from the Fall of 2012**

<b>School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>
<b>Reading Comprehension</b>	76%tile	77%tile
<b>Mathematics Concepts</b>	63%tile	58%tile
<b>Mathematics Problems</b>	71%tile	64%tile

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>
<b>Reading Comprehension</b>	67%tile	66%tile
<b>Mathematics Concepts</b>	52%tile	50%tile
<b>Mathematics Problems</b>	58%tile	55%tile

### **Teacher and Administrator Quality**

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

**INDUCTION:** First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

**ANNUAL:** Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them.

Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

**CONTINUING:** Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

Overview of the Performance Assessment System for Teachers (PAS-T)

## The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level we provide teachers with 16 hours of those hours.

**Professional Development  
Meeting Calendar Brushy Creek Elementary School  
2012-2013**

Date	Activity	Responsible Party
July 18 – 19, 2012	Faculty Council Retreat	Jan Griffin Gaie Perez
August, 2012	Faculty Drop-In	Charles T. Davis, Jr. Jan Griffin, Lois Lane
August 16, 2012 8:00-11:30	Teacher Workday # 1 PTA Breakfast Opening Day Faculty Meeting	Charles T. Davis, Jr.
August 17, 2012 8:30-10:00	Teacher Workday # 2 New Staff Orientation/Induction Meeting	Charles T. Davis, Jr.
August 20, 2012	Teacher Workday # 3 Sneak Preview A-L 4:30-5:30 M-Z 5:30-6:30	Charles T. Davis, Jr.
August 21, 2012 8:30-11:00	Teacher Workday #4 Faculty Meeting--PASS Data Review; Setting the Stage for Academic Vocabulary; FERPA Training; JCDAG Policy Review; MAP Testing Workshop (2 points)	Charles T. Davis, Jr. Jan Griffin Guidance Team Gaie Perez
August 22, 2012	First Day for Students	
August 22, 2012 3:00-5:00	No Faculty Meeting	Charles T. Davis, Jr.
August 29, 2012 3:00-4:00	Technology Team Meeting—with Tim Cushman; Technology Refresh order due today	Charles T. Davis, Jr. Kristen Wiggs Tim Cushman
September 4-28, 2012	Fall MAP Testing	Gaie Perez Homeroom Teachers
September 3, 2012	Labor Day Holiday	
September 5, 2012 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
September 12, 2012 3:00-4:30	Faculty Meeting—Rigor Session 1 (80 minutes)	Charles T. Davis, Jr. Paula Burgess
September 13, 2012 3:00-4:00	Vertical Team Chairs Meeting	Charles T. Davis, Jr.
September 19, 2012 3:00-4:00	Vertical Team Meetings	Charles T. Davis, Jr. Vertical Team Chairs
September 26,	Faculty Meeting	Charles T. Davis, Jr.

2012 3:00-4:00		
October 3, 2012 3:00-5:00	Faculty Council—File Transfer Deadline Day—all files MUST be transferred to the Home Directory and/or an external drive before leaving for the day	Charles T. Davis, Jr. Technology Team
October 9 3:00-4:00 Media Center	REFRESH DAY—Windows 7 and New Teacher Laptop Orientation—All staff members need to be sure they are available for Windows training from 3:00-4:00 today—this includes anyone who uses a school computer (1 point)	Tim Cushman
October 10, 2012 3:00-5:00	Faculty Meeting—; Content Plans Presentations;Technology Workshop Edmodo (Session 1)	Charles T. Davis, Jr. Vertical Team Chairs Tim Cushman
October 17, 2012 3:00-4:00	Vertical Teams	Charles T. Davis Jr. Vertical Team Chairs
October 18, 2012 8:00-9:00 (K-2, Sp Ed; nurse, bookkeeper, Asst. Principal) 9:00-10:00 (grades 3-5, Principal, secretary, Rel Arts, IC, speech, Plant Engineer)	Staff Development/Workday/Conference Day—All people who use school computers are required to attend one session. Office Workshop (1 point)—in Media Center	Tim Cushman
October 19, 2012	Workday/Exchange Day #1—turn in 7 after contract hours to IC	Charles T. Davis, Jr.
October 24, 2012 3:00-4:00	Faculty Meeting—United Way Kickoff;; Safety Plan Review	Charles T. Davis, Jr. Jan Griffin
October 31, 2012 3:00-4:00	Faculty Meeting-Technology Workshop~Edmodo (Session 2)	Charles T Davis, Jr. Tim Cushman
November 7-9, 2012	COGAT Testing Second Grade	Guidance Team
November 7, 2012 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
November 13-14, 2012	ITBS Testing Second Grade	Guidance Team
November 14, 2012	Faculty Meeting—Rigor (Session 2—60 minutes)	Charles T. Davis, Jr. Paula Burgess

3:00-4:00		
November 26, 2012	Vertical Team Chairs Meeting	Charles T Davis, Jr.
November 21-23, 2012	Thanksgiving Holiday—no school	
November 28, 2012 3:00-4:00	Vertical Team Meeting	Charles T. Davis, Jr. Vertical Team Chairs
December 3-14, 2012	MAP Winter Testing Begins	IC Homeroom Teachers
December 5, 2012 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
December 12, 2012 3:00-4:00	Christmas Party! ☺	Charles T. Davis, Jr. Tim Cushman
December 19, 2012	No Faculty Meeting	Charles T. Davis, Jr.
December 20, 2012-January 2, 2013	Winter Break Holiday—no school	
January 2, 2013 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
January 9, 2013 3:00-4:00	Faculty Meeting—Staff Development Rigor (Session 3—60 minutes)	Charles T. Davis, Jr. Paula Burgess
January 16, 2013	Vertical Team Meetings	Vertical Team Chairs
January 18, 2013	Workday/Exchange Day #2—turn in 7 after contract hours to IC	
January 21, 2013	MLK Day Holiday	
February 6, 2013 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
February 18, 2013	Presidents' Day Holiday—no school	
February 20, 2013 3:00-4:00	30 Minute Faculty Meeting & Vertical Team Meetings	Charles T. Davis Jr. Vertical team Chairs
February 27, 2013 3:00-4:00	Faculty Meeting	Charles T. Davis, Jr.
March 6, 2013 3:00-5:00	Faculty Council	Charles T Davis, Jr.

March 4–March 28, 2013	MAP Spring Testing	IC Homeroom Teachers
March 13, 2013 3:00-5:00	Faculty Meeting—Rigor (Session 5 & 6 —90 minutes)	Charles T. Davis, Jr. Paula Burgess
March 20, 2013 3:00-5:00	SuccessMaker Training	Charles T. Davis, Jr.
March 19-20, 2013	PASS Testing for Third through Fifth Grade Writing	Guidance Team 3-5 Teachers
March 27, 2013 3:00-5:00	Faculty Meeting ~Egg Hunt	Charles T. Davis, Jr.
March 29, 2013	Make-up Day #2	
April 1-April 5, 2013	Spring Break—no school	
April 10, 2013 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
April 17, 2013 3:00-5:00	Faculty Meeting AdvancED Pulse Check with new staff members	Charles T. Davis, Jr.
April 24, 2013 3:00-4:00	20 Minute Faculty Meeting & AdvancED Meetings	Vertical Team Chairs
May 1, 2013 3:00-4:00	Faculty Meeting—PASS Training & AdvancED Meetings	Charles T. Davis, Jr. Guidance Team
May 8, 2013 3:00-5:00	Faculty Council	Charles T. Davis, Jr.
May 7-10, 2013	PASS Testing	Guidance Team
May 15, 2013 3:00-4:00	20 Minute Faculty Meeting Vertical Team Meeting	Charles T. Davis, Jr. Vertical Team Chairs
May 22, 2013 3:00-4:00	Faculty Meeting-AdvancED Presentations	Charles T. Davis Jr.
May 27, 2013	Memorial Day Exchange Day #3—Turn in 7 after contract hours to IC	
June 4-6, 2013	Half Days	
June 7, 2013	Make-up Day #3	Charles T. Davis, Jr.
June 10, 2013	Workday	Charles T. Davis, Jr.
June 11, 2013	Workday	Charles T. Davis, Jr.

## School Climate Needs Assessment

### School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2011-12 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Brushy Creek Elementary.

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	45	130	80
<b>Percent satisfied with learning environment</b>	100%	96.2%	92.3%
<b>Percent satisfied with social and physical environment</b>	100%	95.4%	92.4%
<b>Percent satisfied with school-home relations</b>	100%	96.2%	91%
<b>My child/I feel safe At school during the School day</b>	100%	97%	98.7%

### **Needs Assessment for School Climate: (Parent Survey)**

According to our parent survey from the 2012 school report card, 91% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

<b>Teacher/Student Attendance Rate</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Student Rate of Attendance</b>	<b>96.9</b>	<b>96.4</b>	<b>97</b>	<b>97.4</b>
<b>Teacher Rate of Attendance</b>	<b>96.4</b>	<b>97.6</b>	<b>95.9</b>	<b>95.4</b>

**PASS % WRITING****SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 92.3 % in 2012 to 97.3 % in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.3	94.3	95.3	96.3	97.3
School Actual	92.3						
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % ELA**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 89.5% in 2012 to 92% in 2018.

**ANNUAL OBJECTIVE:** Increase by .5 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	90.0	90.5	91.0	91.5	92.0
School Actual	89.5						
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS AVG. ELA**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>ELA - School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	687.5						
Male	683.9						
Female	691.6						
White	696.4						
African-American	655.3						
Asian/Pacific Islander	N/A						
Hispanic	656.2						
American Indian/Alaskan	N/A						
Disabled	615.8						
Limited English Proficient	669.2						
Subsidized Meals	658.6						

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						
American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % MATH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 89.2 % in 2012 to 91.7 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 0.5 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.7	90.2	90.7	91.2	91.7
School Actual	89.7						
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS AVG. MATH**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Math – School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	693						
Male	694						
Female	691.8						
White	702.5						
African-American	649.8						
Asian/Pacific Islander	N/A						
Hispanic	666.8						
American Indian/Alaskan	N/A						
Disabled	608.5						
Limited English Proficient	677.4						
Subsidized Meals	659.4						

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						
American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % TESTED**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>% Tested ELA – School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.7						
Male	99.5						
Female	100						
White	99.6						
African-American	100						
Asian/Pacific Islander	N/A						
Hispanic	100						
American Indian/Alaskan	N/A						
Disabled	98.1						
Limited English Proficient	100						
Subsidized Meals	100						

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100						
Male	100						
Female	100						
White	100						
African-American	100						
Asian/Pacific Islander	N/A						
Hispanic	100						
American Indian/Alaskan	N/A						
Disabled	100						
Limited English Proficient	100						
Subsidized Meals	100						

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 84.7 % in 2012 to 89.7 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	85.7	86.7	87.7	88.7	89.7
School Actual	84.7						
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS AVG. SCIENCE**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	645.5						
Male	647						
Female	644.1						
White	656						
African-American	610.6						
Asian/Pacific Islander	N/A						
Hispanic	626.7						
American Indian/Alaskan	N/A						
Disabled	586.6						
Limited English Proficient	636.2						
Subsidized Meals	623.9						

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						
American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 87.9 % in 2012 to 92.9 % in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	88.9	89.9	90.9	91.9	92.9
School Actual	87.9						
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Social Studies - School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.8						
Male	662.8						
Female	658						
White	667.6						
African-American	625.1						
Asian/Pacific Islander	N/A						
Hispanic	639.2						
American Indian/Alaskan	N/A						
Disabled	598.5						
Limited English Proficient	650.8						
Subsidized Meals	634.2						

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						
American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**ITBS**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	76%tile	77%tile					
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	63%tile	58%tile					
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	71%tile	64%tile					

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile					
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile					
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile					

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** One hundred percent of Brushy Creek Elementary teachers will continue to be trained in **Common Core** and **Balanced Literacy** by 2017-2018.

**ANNUAL OBJECTIVE:** The Greenville County School District and Brushy Creek Elementary will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy and Common Core Standards in relevant subject areas

**DATA SOURCE(S):** Brushy Creek Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas

### Balanced Literacy

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x					
Actual	0	100%					

### Common Core

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x					
Actual	0	100%					

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
1. Teachers will integrate Common Core State Standards in lesson planning.	2013-2018	Teachers Leadership Team	None	None	Teacher Lesson Plans Observations Feedback from Leadership Team
2. Teachers will participate in vertical articulation meetings about Common Core State Standards.	2013-2018	Leadership Team Vertical Team ELA Chair	None	None	Vertical Team Minutes Observations Feedback from Leadership Team
3. Teachers will use Curriculum Maps on district portal to plan instruction.	2013-2018	Leadership Team, Teachers	None	None	Lesson Plans Long Range Plans
4. Provide teachers with training and resources in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Leadership Team Teachers	None	None	Professional Development Calendar Classroom Observations
5. Teachers will provide enrichment and remediation with Common Core ELA and Math standards and higher order thinking skills using SuccessMaker.	2013-2018	Leadership Team Teachers	None	None	Computer Lab Schedule Track Data

6. Encourage integration of ELA and Social Studies through novels and children's literature	2013-2018	Leadership Team Teachers Media Specialist	None	None	Lesson Plans, Observations
7. Teachers will use Balanced Literacy instructional strategies, including small group reading to increase student reading achievement.	2013-2018	Leadership Team Teachers	None	Current materials	Lesson Plans Common Assessments
8. Provide teachers training in early intervention literacy instruction for identified students in kindergarten through first grade.	2013-2018	RTI Teachers Teachers	None	None	AimsWeb Summative Data
9. Continue to implement researched based instructional delivery models. I.e. Learning Focused, Project Based Learning, Arts Integration	2013-2018	Teachers	None	None	Lesson Plans Classroom Observations
10. Continue to develop and implement school wide academic vocabulary.	2013-2018	Leadership Team Vertical Teams	None	None	Lesson Plans Vertical Team Minutes Grade Level Lists Horizontal Team Minutes
13. Continue to use the data from a variety of tools and assessments to evaluate student's progress.	2013-2018	Teachers Leadership Team	None	None	PowerSchool MAP Data ITBS PASS AimsWeb

14. Continue to develop Common Assessments to track student's progress.	2013-2018	Teachers Leadership Team	None	None	Common Assessment Notebook
15. Expand teachers and students use of SuccessMaker to prepare for SmarterBalanced Assessment.	2013-2018	Teachers Leadership Team	None	None	SuccessMaker Reports

## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.4						
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 92.3% in 2012 to 97.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1% percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.3	94.3	95.3	96.3	97.3
School Actual	92.3						
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 96.2% in 2012 to 97.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .2 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	96.4	96.6	96.8	97	97.2
School Actual	96.2						
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, we will maintain 100 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100						
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

## PARENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who indicate that their child feels safe at school from 98.7% in 2012 to 98.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, we will maintain 98.7 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	98.7	98.7	98.7	98.7	98.7
School Actual	98.7						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 97% in 2012 to 97.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .1 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	97.1	97.2	97.3	97.4	97.5
School Actual	97						
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

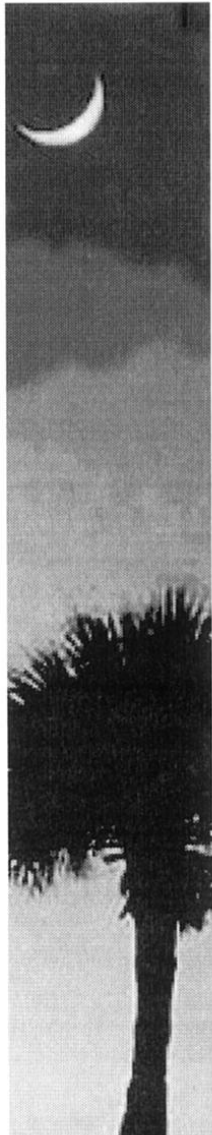
**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, we will maintain 100 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100						
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						





### Brushy Creek Elementary School

1344 Brushy Creek Road  
Taylors, SC 29687

**Grades** PK-5 Elementary School  
**Enrollment** 814 Students  
**Principal** Charles Davis, Jr. (Interim) 864-355-5400  
**Superintendent** Mr. Burke Royster 864-355-3100  
**Board Chair** Mr. Roger Meek 864-233-8587

## THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Average

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020

Brushy Creek Elementary School

11/07/12-2301039

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

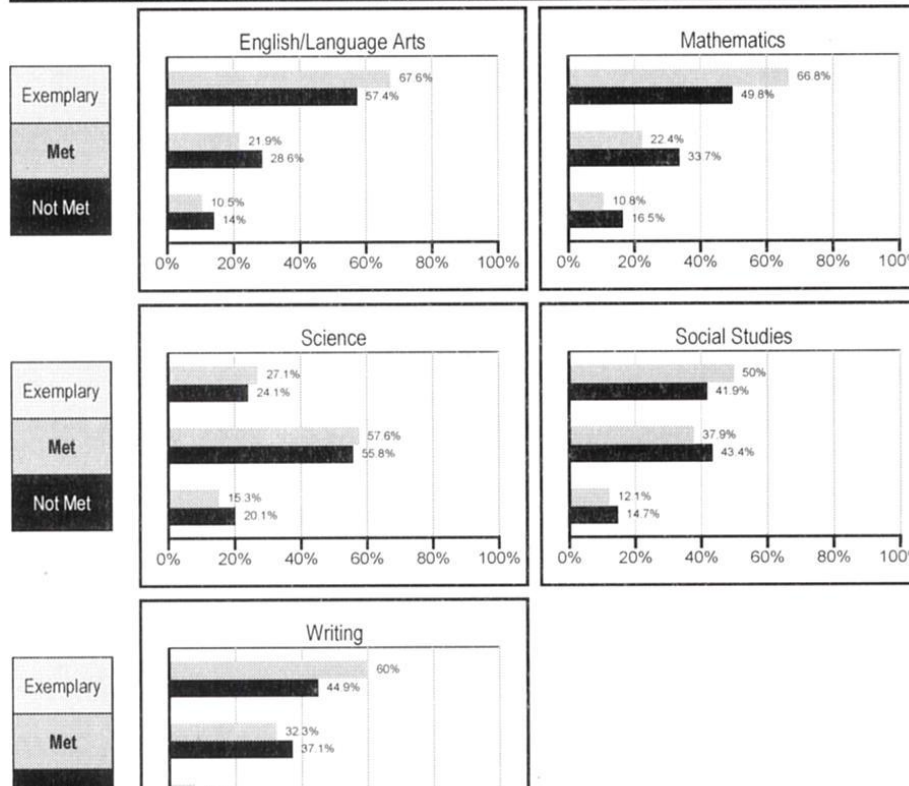
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
41	12	1	1	0

\* Ratings are calculated with data available by 11/07/2012.

**Palmetto Assessment of State Standards (PASS)**



**Brushy Creek Elementary School**
**11/07/12-2301039**
**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=814)</b>				
First graders who attended full-day kindergarten	99.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	0.9%	1.0%
Attendance rate	97.4%	Up from 97.0%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	54.3%	Up from 51.1%	67.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.2%	Up from 89.3%	90.1%	88.7%
Teacher attendance rate	95.4%	Down from 95.9%	95.2%	95.1%
Average teacher salary*	\$45,921	Up 1.1%	\$48,820	\$47,210
Professional development days/teacher	10.7 days	Up from 10.1 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.5 to 1	20.9 to 1	20.0 to 1
Prime instructional time	92.0%	Down from 93.0%	91.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,717	Up 2.0%	\$6,821	\$7,247
Percent of expenditures for instruction**	67.9%	Down from 68.4%	69.5%	68.2%
Percent of expenditures for teacher salaries**	67.7%	Up from 67.4%	67.7%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

We are very proud of the success we experienced during the 2011 - 2012 school year, including being named a Palmetto's Finest Finalist school. In a collaborative effort, all Brushy Creek stakeholders agreed on a shared vision and goals to guide our work during this school year. Our goals were based on the most recent PASS data, MAP data, and the Education Plan for the School District of Greenville County. Priority goals for student achievement included the following: improved student performance in Reading and Math as measured by PASS. Several specific strategies were implemented to achieve these goals. Teachers participated in ongoing professional development, including a book study; helping us to focus on improving strategies for collection and analysis of assessment data across the curriculum. Included in this area of professional development was an emphasis on creating, administering, and evaluating the results of common assessment data to improve our instructional decision-making. We also focused on strengthening our school's professional learning community framework, essential for increasing student achievement. Finally, teachers worked to increase the rigor of the instructional program as articulated in individual classrooms. Our teachers used MAP data to target individual strengths and weaknesses and to develop flexible groups for reading and math instruction school-wide. While we are focused on student performance, we also believe that students are entitled to opportunities for character education to maximize their full potential. Therefore, we decided to focus on this area as well. As a result of our efforts, our students participated in celebrating the International Day of Peace. Our entire school community came together to create pinwheels with slogans to promote peace. We celebrated by creating a giant peace symbol made of pinwheels on our school grounds. At Brushy Creek, we continue to remain committed to raising the academic challenge and maximizing the performance of each student. We look forward to continuing the journey next year.

DeeDee Washington, Principal  
Rick Arboscello, SIC Chair

Brushy Creek Elementary School

11/07/12-2301039

### ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	88.9
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

### Accountability Indicator for Title I Schools

Brushy Creek Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School - therefore the designations above are not applicable.

### Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	687.5	693.0	645.5	660.8	99.7	100.0
Male	683.9	694.0	647.0	662.8	99.5	100.0
Female	691.6	691.8	644.1	658.0	100.0	100.0
White	696.4	702.5	656.0	667.6	99.6	100.0
African American	655.3	649.8	610.6	625.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	656.2	666.8	626.7	639.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	615.8	608.5	586.6	598.5	98.1	100.0
Limited English Proficient	669.2	677.4	636.2	650.8	100.0	100.0
Subsidized meals	658.6	659.4	623.9	634.2	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	122	100	10.3	6.8	82.9	89.7
	4	132	100	6.9	35.4	57.7	93.1
	5	132	100	8.5	35.7	55.8	91.5
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2012	3	129	99.2	12.6	14.3	73.1	87.4
	4	128	100	10.8	25.8	63.3	89.2
	5	143	99.3	6.8	25.6	67.7	93.2
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
Mathematics							
2011	3	122	100	8.5	19.7	71.8	91.5
	4	132	100	4.6	26.9	68.5	95.4
	5	132	100	10.9	24.8	64.3	89.1
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2012	3	129	100	16.7	23.3	60	83.3
	4	128	100	10.8	25	64.2	89.2
	5	143	99.3	4.5	23.3	72.2	95.5
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
Science							
2011	3	63	100	13.3	31.7	55	86.7
	4	132	100	7.7	49.2	43.1	92.3
	5	68	98.5	9.1	34.8	56.1	90.9
	6	N/A	N/A/V	N/A	N/A	N/A	N/A
	7	N/A	N/A/V	N/A	N/A	N/A	N/A
	8	N/A	N/A/V	N/A	N/A	N/A	N/A
2012	3	65	100	25.4	44.1	30.5	74.6
	4	127	100	10	65.8	24.2	90
	5	72	100	13.4	49.3	37.3	86.6

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	62	98.4	8.5	33.9	57.6	91.5
	4	132	100	7.7	43.1	49.2	92.3
	5	64	98.4	9.5	36.5	54	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	65	100	16.1	29	54.8	83.9
	4	126	100	15	42.5	42.5	85
	5	71	98.6	3	39.4	57.6	97
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	132	97	12	30.4	57.6	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	143	97.2	7.7	32.3	60	92.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

## 2012 - ESEA / Federal Accountability System

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

2012 Annual Measurable Objectives (AMO)			
	Elementary School	Middle School	High School
English	630	624	723

**GREENVILLE > BRUSHY CREEK ELEMENTARY**

<b>Overall Weighted Points Total</b>	<b>88.9</b>
<b>Overall Grade Conversion</b>	<b>B</b>
Points Total - Elementary Grades	88.9

**Matrix Key**

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

Language Arts (ELA)			
Math	630	624	220
Science / Biology	630	624	76
Social Studies / History	630	624	71
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	73.1

**ELEMENTARY SCHOOL MATRIX**

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	1	1	0	0	1	1

Asian / Pacific Islander						
Hispanic	1	1	0	1	1	1
American Indian / Alaskan						
Disabled	0	0	0	0	1	1
LEP	1	1	1	1	1	1
Subsidized Meals	1	1	0	1	1	1

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<b>Total Number of Points</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>9</b>
<b>Total Number of Objectives</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>Percent of Objectives Met</b>	<b>88.89</b>	<b>88.89</b>	<b>55.56</b>	<b>77.78</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.1</b>	<b>0.1</b>
<b>Weighted Points Subtotal</b>	<b>31.11</b>	<b>31.11</b>	<b>2.78</b>	<b>3.89</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>88.9</b>					

Note:

SC-ALT scores were included in the calculations where appropriate.

\* - 4 = Insufficient sample size (fewer than 30 students)

\* - 6 = There is no available test data for this school