SIMPSONVILLE ELEMENTARY SCHOOL AT MORTON PLACE

Mrs. Jackie Earle, Principal

SCHOOL DISTRICT OF GREENVILLE COUNTY

Mr. W. Burke Royster, Superintendent

STRATEGIC PLAN

2013-14 THROUGH 2017-18

200 Morton Avenue
Simpsonville, SC 29681
864-355-8300
http://www.greenville.k12.sc.us/simville/

Kindergarten through 5th Grade

SCHOOL RENEWAL PLAN COVER PAGE

School: <u>Simpsonville Elementary School</u>

School District: Greenville County Schools

School Renewal Plan for Years: 2013-14 through 2017-18 *(five years)*

School Renewal Annual Update for: 2015-16 *(one year)*

<u>Assurances</u>

The school renewal plan, or annual update of the school renewal plan, includes components 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

Mrs. Lisa Wells
| Printed Name | Signature | Date |

Superintendent

Mr. W. Burke Royster
| Printed Name | Signature | Date |

Chairperson, School Improvement Council

Mrs. Janet Kulig
| Printed Name | Signature | Date |

School Principal

Mrs. Jackie Earle
| Printed Name | Signature | Date |

School Address: 200 Morton Avenue Simpsonville, SC 29681

School's Telephone: (864) 355-8300

Principal's E-Mail Address: jearle@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

Position	Name
1. **Principal**	Jackie Earle
2. **Teacher**	Angela Watts
3. **Parent/Guardian**	Jaime Mogle
4. **Community Member**	Peter Bergstrom
5. **School Improvement Council**	Janet Kulig

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

Position	Name
Assistant Principal	**Julie Cooke**
Parent/Teacher	**Sally Given**
Parent/Teacher	**Antoinette Boller**
Parent/Teacher	**Angela Watts**
Instructional Coach	**Jennifer King**
Parent/Teaching Assistant	**Patricia Idarraga**
P.T.A. President	**Jaime Mogle**

* **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 RENEWAL PLANS
(Mandated Component)

Act 135 Assurances

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

☒ **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).

☒ **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).

☒ **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.

☒ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.

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

☒ **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 not 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.

☒ **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).

☒ **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.

☒ **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.

☒ **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.

☒ **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.

Table of Contents

INTRODUCTION to Our Strategic Plan/School Portfolio

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, learning environment and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This strategic plan is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs, and school partnerships.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment. In future yearly assessments, the staff will be asked to contribute "evidence" of progress, actual documents that show the changes in our practices.

Staff and community members listed on page 3 were involved in the development of our Strategic Plan along with our Faculty Leadership Team composed of administration and grade level/department chairs. The members of our Faculty Leadership Team are Jackie Earle (Principal), Julie Cooke (Assistant Principal), Jennifer King (Instructional Coach), Cheryl Ritter (K5 teacher), Pam Reece (1st Grade teacher), Angela Watts (2nd Grade teacher), Teresa Finchum (3rd Grade teacher), Kelly Mangum (4th Grade teacher), Amy Kozakiewicz (5th Grade teacher), Zoe Hudson (Special Education teacher), Cheri Owesnby (Music teacher), Dee Jacobs (Media Specialist), and Anne Henderson (school counselor).

SIMPSONVILLE ELEMENTARY
Academics + Fitness "Seal" Our Success!

EXECUTIVE SUMMARY to Our Strategic Plan/School Portfolio

Our Goals for 2013-14 to 2017-18

Goal #1: Raise the academic challenge and performance of each student

- Objectives:

  - The percentage of students who score met or exemplary in PASS Reading/Research will increase from 81% in 2012-13 to 83.5% in 2017-18.

- The percentage of students who score met or exemplary in PASS MATH will increase from 82.8% in 2012-13 to 85.3% in 2017-18.

- Strategies:

  - Use test scores to determine strengths and weaknesses in the curriculum.

  - Provide additional support to students identified as having weaknesses in math, reading/research, and/or writing with Leveled Readers and *Compass Odyssey*.

  - Use state math and language arts standards, district curriculum guides while transitioning to CCSS.

  - Continue Larson's Morning Math Achievers for students who scored MET but are within 4-8 points of scoring Exemplary on PASS Math in 2014 and in the 30th to 50th percentile on MAP in Math.

  - Continue Great Math Race to maintain and improve enthusiasm for math.

Goal #2: Teacher/Administrator Quality

- Objectives:

  - Core Teachers will be provided Professional Development Activities so that our ELA and Mathematics goals for student achievement will be reached from 2014-15 to 2018-19.

- Strategies:

  - Faculty and staff will participate in classes, workshops, and site visits to observe quality instruction.

  - Fountas and Pinnell training will be provided in school-level workshops along with District training.

  - Authentic Assessment Workshop will be provided to our teachers.

  - New Common Core State Standards workshop will be provided at our school.

  - Technology workshops provided for teachers at our school.

Goal # 3: School Climate (Parental involvement, Safe/Healthy schools, etc.)

- Objectives:

  - Increase number of parents who are satisfied with our school's learning environment from 88.5% in 2012 to 91% in 2017-2018.
  - Maintain at least a 95% attendance for all students and all AYP subgroups for the 2013-2014 school year through the 2017-2018 year.

- Strategies:

  - Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-book, ESOL P.T.A. Parent Group, and Tutoring.

  - Schedule teacher-parent conferences.

  - Involve Hispanic parents in our school activities and provide translators.

  - School will participate in an "Attendance Blitz."

  - Administration will hold attendance conferences with students/parents for excessive tardies/absences.

  - Teachers and staff will highlight positive behaviors.

Overview of Simpsonville Elementary's significant accomplishments, challenges, and results for the past three years:

Significant Accomplishments:

- ► Technology Refresh
    - o Internet and Wireless access in all classrooms
    - o Promethean Boards in all classrooms
    - o New teacher laptops
    - o New student laptops, DellPads, Chromebooks, and IPad minis
- ► Every Day Counts Math training for all teachers
- ► Fountas and Pinnell training for all teachers and implementation at all grade levels
- ► Larson's Morning Math Achievers in computer lab before school
- ► School-wide educational incentive programs, Great Math Race and Reading Counts
- ► Realignment of Action Teams and Vertical Teams
- ► Implementation of Common Core State Standards at all grade levels
- ► Good News Club
- ► Continued support from P.T.A. and business partners
- ► Creating a warm, friendly environment, a home away from home

Significant challenges facing our school:

- ► Limited funding for mandated programs
- ► Adding students and mainstreaming Intermediate ED and LD classes
- ► Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line.)
- ► Time to carry out innovative ideas
- ► Increased class sizes, up to 28 students in some classes, due to Special Ed inclusion

Major Findings:

- ► Need for an after school remediation program
- ► Increase in Challenge student population
- ► Need for parent education programs

Achievements/Awards

2012, 2013, 2014 SC GOLD Award for General Performance

2012, 2013, 2014 ESEA Federal Accountability "A" Rating

2004, 2005, 2006, 2012, 2014 *Closing the Achievement Gap* Award **from SDE**

2005 – 2014 Safe Kids School Award

2013 and 2014 Live Well Grant

2011-2014 Energy Star Certified School

South Carolina Red Carpet School 2009-2013

Palmetto Silver Award Winning School
2010, 2011, 2012 SC Overall Performance Award

2013 Project Fit America National Educator

2012-13 SC School Nurse of the Year

2013 SC Board of Education Individual Volunteer Award Winner

2010-11 Top Ten District Teacher of the Year
Project Fit America Grant
Numerous Donor's Choose Grant Recipients

Numerous Alliance for Quality Education Grants

Eight National Board Certified Teachers

First School in South Carolina to raise over $100,000 for Jump Rope for Heart

Mr. Peter Bergstrom was named State Individual Volunteer of the Year by the South Carolina State Board of

Education at a ceremony in Columbia. Mr. Peter was recognized for his dedication to our students as he volunteers before school each morning in our math computer lab. He coordinates additional volunteers from our Corporate Sponsor, Sealed Air. He is always looking for ways to improve student achievement. He has served on SIC for over 5 years and was the catalyst behind our Great Math Race.

SCHOOL PROFILE

Simpsonville Elementary School at Morton Place

"Simpsonville Elementary School at Morton Place is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success…nothing less."

Simpsonville Elementary School is a kindergarten through grade five public school. We also have a Pre-K Special Education Typical Peers Mentor program. We moved into our new facility in August, 2003. Our new school is the result of combining Morton Elementary and Simpsonville Elementary in 2002-2003 and is located on the old Morton site. We lost a portion of our higher socio-economic population in 2002 with the opening of the new Bell's Crossing Elementary. At the same time, we merged with a Title I School.

Our building houses 805 students and 48 instructional staff members. It is one of 50 elementary schools in the Greenville County School District. Simpsonville Elementary School at Morton Place is located in Simpsonville, South Carolina.

The facilities at Simpsonville Elementary School consist of 41 classrooms, 6 resource, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafetorium, multi-purpose room/gym, athletic track, media center, guidance office, health room suite, science lab, and a computer lab. Special features: Computers in all classrooms, lap-top cart with 30 computers, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, communication (phone) access in each classroom, outdoor dining area, covered playground area for Kindergarten, P.T.A. office, separate bus and car pick-up areas, etc.

Our school leaders promote quality instruction by actively supporting teaching and learning. Teachers are encouraged to attend workshops, conferences and other professional development activities throughout the year in addition to workshops that are offered at our school.

Simpsonville Elementary joined Morton Elementary to form *Simpsonville Elementary at Morton Place*

Old Simpsonville Elementary School building   Old Morton Elementary School building

Combined facility, Simpsonville Elementary School at Morton Place

Overview of our Simpsonville Community

Simpsonville, South Carolina has a population of 30,002. Of the 30,002 residents, 1320 were foreign born, a statistic that reflects the increasing diversity of the area. About 75% of households consider themselves to be families and 59.4% are married. There is a significant percent of single-mother households--11.9%. More than 52% of families with children have both parents working. The racial composition of Simpsonville is as follows: 88% are white, 8.8% is African American, 1.5% is Asian, 2.4% are Hispanic/ Latino, and 2.4% are listed as "other." Over 88% of the residents own their own homes, and the median household income in 2000 was $63,643. Among those employed, 60% are in management, professional or sales occupations. A small percent, 2.7% work at home. The remaining 33% work in production, transportation and material-moving occupations. Of Simpsonville's residents, 9.8% have less than a high school diploma, 90.2% are high school graduates or higher and 38.9% have a Bachelor's degree or higher.

According to the Simpsonville Chamber of Commerce, the top four industrial employers are as follows:

The largest employer in the area is **Cryovac, Sealed Air Corporation**. They design, manufacture, and sell proprietary packaging materials and equipment and are located next door to our new site. **Kemet Electronics Corporation** is the second-largest employer with its corporate headquarters and a plant located in Simpsonville. The third-largest employer is **Fiberweb North America**. They produce nonwoven materials for the hygiene, medical and industrial markets. **Woven Electronics** is the fourth-largest employer. They manufacture custom inter-connects for commercial and military original equipment manufacturers.

Simpsonville Area Schools

There are six elementary schools, two middle schools, one high school, and one career center in the growing Simpsonville/Fountain Inn area. Opportunities for a college education also are available nearby through Greenville Technical College's Brashier Campus, named for local businessman T. Walter Brashier. The Brashier Campus facility has been in operation since August, 1996 and also offers a middle/high school program.

Other opportunities for furthering one's education are located with a few miles of Simpsonville: Bob Jones University, Furman University, and University Center of Greenville, serving students of the University of South Carolina, Clemson, South Carolina State University and Lander University and many more.

Our School Board Representative is Dr. Crystal Ball O'Connor, *Board member for Area 27.*

Crystal Ball O'Connor, Ph.D. is serving her third term on the Greenville County School Board. She received her doctorate in Education and Human Development from Peabody Teacher's College, Vanderbilt University. She is a highly regarded educator and children's book author who writes books with the mission of helping children preserve and protect the gifts of family, literacy and nature. Dr. O'Connor provides writing instruction to students across the state. She also provides professional development and conference presentations on writing and arts integration for academic associations including the South Carolina International Reading Association, South Carolina Association of School Librarians, South Carolina Science Council, South Carolina Association of Curriculum and Instruction, Upstate Writers Program, Hands-on Minds-on Edventure Science Center, South Carolina Teachers of English, and South Carolina Title I Administrators. Dr. O'Connor served on the Committee to Develop the Education Plan for the School District, the Roper Mountain Science Center Board, the Committee to Review the South Carolina State Board of Education Gifted and Talented Regulations, and the Charles Townes Center Student Improvement Council. Dr. O'Connor lives in Simpsonville, South Carolina with her husband Jim and their three children.

Our principal is Mrs. Jackie Earle.

Mrs. Jackie Earle is the Principal at Simpsonville Elementary. She received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for 12 years before serving as an Assistant Principal in several Greenville County schools over the course of 6 years. She served as Assistant Principal at Simpsonville Elementary for 11 years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School.

Our assistant principal is Mrs. Julie Cooke.

Mrs. Julie R. Cooke serves as the assistant principal at Simpsonville Elementary. She grew up in the Greenville area where she attended Taylors Elementary, Hillcrest Middle, and Mauldin High School. She holds a Bachelor's Degree in Elementary Education from the University of South Carolina Upstate and a Master's Degree in School Administration and Supervision from Clemson University. Mrs. Cooke has eleven years of experience as a classroom teacher and administrator. She is a member of South Carolina Association of School Administrators (SCASA). She has attended leadership conferences provided by this organization and has presented at the state SCASA conference. This is Mrs. Cooke's first year at Simpsonville Elementary School. Mrs. Cooke has two beautiful daughters. Her husband is also an assistant Principal with Greenville County Schools.

Our Instructional Coach is Mrs. Jennifer King.

Mrs. Jennifer King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. King received her National Board Certification in 2010. She taught 4th and 5th grades at Bethel Elementary for 8 years, where she awarded 2009-10 Teacher of the Year. As an Instructional Coach at Simpsonville Elementary, she strives to increase student achievement, continuously working to help teachers diagnose student needs more analytically. Mrs. King shares Professional Development with best practices to help teachers plan more productively and teach more effectively. She lives in Simpsonville with her husband and 5 year old daughter.

Student Support Services at Simpsonville Elementary

Counseling Services- Students at Simpsonville Elementary receive a high level of support service from Dr. Anne Henderson, our full time school counselor. Dr. Anne has a B.A. in Early Childhood Education from USC, an M.A. in Personnel from Clemson, and a Doctorate in Education- Child, Youth and Family Services from Nova Southeastern University. We also have a part time counselor, Mrs. Kim Genoble. Mrs. Genoble received a Bachelor's degree in psychology from Gardner Webb University and her Master's degree in Elementary Guidance from USC. I have worked with Greenville County Schools as a school counselor for 19 years. Prior to this I worked with Juvenile Justice and as a counselor to victims of violent crimes with the Solicitor's office in Spartanburg. The Guidance program at Simpsonville Elementary consists of guidance lessons in the classroom twice a month, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our school counselors teach the program 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school.

Litreacy Coach- Our school's Literacy Coach is Mrs. Shay Willimon. Mrs. Willimon joined the staff at Simpsonville Elementary in August of 2002 as an Instructional Coach. She earned a BS and a M.Ed. degree in Elementary Education from Converse College as well as an Ed.S. Degree in School Administration. She taught 4th grade at Mauldin Elementary before becoming a district ADEPT Teacher Leader. At Simpsonville she is currently our Literacy Specialist, which is an initiative from the SC Read to Succeed Act. Mrs. Willimon works collaboratively to implement a quality reading program by actively supporting teachers and provides specialized instruction directly to students to support core classroom instruction. Mrs. Willimon was a 1998 Milken National Educator and a 1997 Presidential Awardee for Excellence in Mathematics and Science Teaching.

School Psycologist- Mrs. Jelena Popovic is a nationally certified school psychologist that serves Simpsonville Elementary. She earned her B.S in Psychology from University of Maryland-College Park and an M.A. and C.A.G.S in School Psychology from Tufts University. Mrs. Popovic provides direct support, interventions and assessment to students, consults with teachers, families and works closely with the special education, guidance department and mental health program at Simpsonville Elementary. In addition, Mrs. Popovic teaches relaxation and mindfulness skills to students and staff and her Chill Skills after-school class supports social-emotional learning, reinforces positive coping and decision making skills, and assists in anger management, conflict resolution and promotes resilience.

Mental Health Counselor- Mrs. Kelly French, a National Certified Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehensive strategies for resolution. Mrs. French earned her Bachelor's Degree in Psychology from Northern Arizona University and her Master's Degree in Mental Health Counseling from Walden University. Before coming to Piedmont Mental Health Center, Mrs. French served as a lead counselor for a rural outpatient mental health clinic for adults, adolescents, and children.

Overview of Simpsonville Elementary School's Students and Staff

Students (n = 798)	
1st graders who attended full-day kindergarten	100.0%
Retention Rate	1.8%
Attendance Rate	97.4%
Served by gifted and talented program	12.6%
With disabilities	10.7%
Older than usual for grade	0.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%
Teachers (n = 45)	
Teachers with advanced degrees	51.1%
Continuing contract teachers	95.6%
Teachers returning from previous year	94.5%
Teacher attendance rate	95.6%
Average teacher salary*	$50,744
Professional development days/teacher	7.4 days
School	
Principal's years at school	1.0
Student-teacher ratio in core subjects	21.3 to 1
Prime instructional time	91.8%
Opportunities in the arts	Good
SACS accreditation	Yes
Parents attending conferences	100.0%
Character development program	Good
Dollars spent per pupil**	$6,294
Percent of expenditures for instruction**	66.5%
Percent of expenditures for teacher salaries**	65.5%

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

** Prior year audited financial data are reported.

Simpsonville Elementary's Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. For the 2013-2014 school year (this is the latest available data), the student attendance rate was 97.4%, which is up from 96.7 in the previous year. This is higher than the state average for schools like ours at 96.6%, and the district mean at 96.4%. The retention rate at Simpsonville Elementary is currently 1.8%, slightly up from last year at 1.3%.

At Simpsonville Elementary School, 48% of the students qualify for Free or Reduced Priced Meals (FARMS) in 2014-2015. The student population is comprised of students with 3 home languages. These languages, in order of student enrollment, are English, Spanish, and Arabic. These students are served by our pull out ESOL program. Simpsonville Elementary has a gifted and talented program for identified students. Currently, 12.6% of our students serve in the GT program. 10.7% of our students have disabilities and receive services from our special education teachers. Simpsonville Elementary School has community volunteers, business tutors and high school students who come during the school day to tutor at-risk students.

In the 2014-15, the student enrollment at Simpsonville Elementary School consists of .87% Asian, 15.1% Hispanic, 22.6% Black or African American, 55.3% White, and 5.8% Other Ethnicity, as shown in the pie chart below. Our student population's ethnicity has changed very little in the last three years.

Simpsonville Elementary Enrollment by Ethnicity 2014-2015

Legend: White, Asian, African American, Hispanic, Other

- White: 55.3%
- Asian: .87%
- African American: 22.6%
- Hispanic: 15.1%
- Other: 5.8%
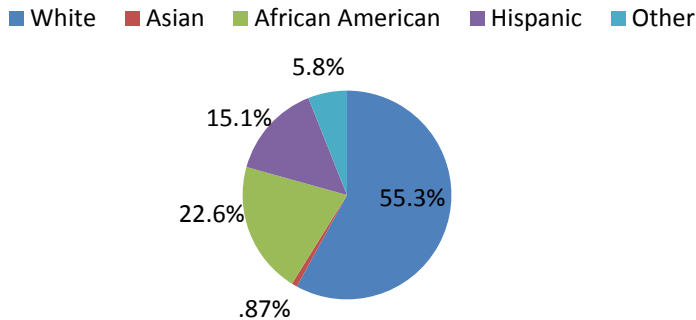
Our enrollment count at Simpsonville Elementary decreased from 811 last year to 798 this year.

Please see a detailed enrollment summary in the table below:

Simpsonville Elementary Enrollment by Ethnicity *as of 02/03/2015*

Grade Level	TOTAL IN GRADE	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
K-4	**15**	**0**	**3**	**3**	**0**	**9**
Male/Female	6/9	0/0	2/1	½	0/0	3/6
K	**141**	**2**	**32**	**21**	**10**	**75**
Male/Female	76/65	1/1	17/15	15/6	5/5	38/37
1	**129**	**2**	**29**	**22**	**9**	**67**
Male/Female	69/60	1/1	13/16	14/8	3/6	38/29
2	**147**	**1**	**37**	**25**	**9**	**75**
Male/Female	88/59	1/0	20/17	15/10	4/5	48/27
3	**115**	**1**	**23**	**19**	**7**	**65**
Male/Female	69/46	0/1	13/10	9/10	2/5	45/20
4	**136**	**0**	**29**	**20**	**4**	**83**
Male/Female	77/59	0/0	15/14	11/9	4/0	47/36
5	**115**	**1**	**27**	**11**	**8**	**68**
Male/Female	61/54	0/1	12/15	8/3	4/4	37/31
TOTAL	**798**	**7**	**180**	**121**	**47**	**442**
Male/Female	446/352	3/4	92/88	73/48	22/25	256/186
Percentiles		0.87%	22.6%	15.1%	5.8%	55.3%

Simpsonville Elementary's School Personnel Data

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, and 35 regular education teachers. We have a pre-k teacher, 2 resource teachers and 1 special education self-contained teacher. We have 3 full-time related arts teachers, 3 part-time related arts teachers and 1 media specialist. We have a .8 ESOL teacher and 1.5 guidance counselors. We also have a .6 Gifted and Talented teacher and a .5 literacy specialist.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves pre-school students. We have 2 pre-k assistants and 6 5-K assistants. We have 1 ESOL assistant teacher, 1 special education assistant teacher, and 1 media assistant. We also have an on-site social worker from Piedmont Mental Health.

Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to students.

Our staff includes 1 male teacher, 1 male teaching assistant, and 1 African-American teaching assistant. We have no teachers teaching with an out-of-field permit and all teachers are "highly qualified" under No Child Left Behind. 51.1% of our teachers have advanced degrees. 5 of our teachers are National Board Certified.

Teacher attendance at Simpsonville Elementary for the 2013-2014 school year (this is the latest available data) was 95.6%, slightly above the state average for schools like ours at 95.5%, and slightly above the district mean at 95.3%.

Teaching experience for our certified teachers is highlighted in the chart below. Data is represented by the number of years the teachers have taught and is organized by grade level:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Pre-K							1	
K		2			2		1	1
1	2			1			3	1
2		1			1	2	2	1
3			1			2	1	1
4			2		1	1		1
5			1		1		1	2
Other Areas		1	1	1	3	3		4

The education attainment of our staff, by grade level, is shown below:

Grade Level	Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	National Board
Pre-K				1		
K	3	1	2			1
1	3	2	2			2
2	2	1	3	1		
3	1	2	2			1
4	1	1	2	1		
5	2	1	2			
Other Areas	2	1	10			1

Simpsonville Elementary's Academic and Behavioral Programs

Academic Program and Initiatives:

Balanced Literacy- We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

The Great Math Race- The Great Math Race is a school-wide program designed to encourage students to master their basic math facts. Students qualify for the race by passing a timed math facts quiz that is appropriate for their grade level. Winners receive a ribbon to wear and their name posted on the school's "Winner's Wall". Once grade level tests are passed, students can move on in the race by passing tests from higher grade levels. Additionally, all qualifiers are invited to our semester celebrations, such as grade level dance parties or games played against the teachers.

Project Fit America- Simpsonville Elementary School is the only school in Greenville County that has won a Project Fit America Grant sponsored by Bon Secours St. Francis Hospital System. Just recently, our Physical Education teacher was named to the National All Star Teacher Recognition. The goal of the program is to transform sedentary students into moving machines whirling from one activity to another using math, nutrition, character development and goal setting. During Physical Education class, students exercise on outside fitness equipment that include pole-climb bars, pull-up bars, horizontal ladders, vault bars and more. Other equipment inside the gym, include 3-4 pound hula hoops, jump ropes, weights and 1000 building cups. Students earn gold, silver and bronze recognition for different levels of physical achievement. Student names are posted in the hallway just outside the gym for achievement of different physical skills. The challenges motivate students to achieve what they thought they couldn't before. Last year a student from our school completed 800 sit-ups in 40 minutes. He is ranked 5th in the nation and has earned National Elite recognition.

Power Writing- Our students are taught a school-wide writing strategy called Power Writing. This approach begins in kindergarten and teaches students to use a graphic organizer to construct their writing. By the end of the students' elementary career, they are able to write a well-written essay consisting of five paragraphs.

Reading Counts- We have school- wide reading incentive program called "Reading Counts". This program enables teachers to assess the reading progress of their students. The classroom teacher sets a reading goal for the students to achieve each grading period. Students earn points by taking and passing tests on the books they have read. The points can be redeemed at the end of each grading period at the Reading Counts Store in the Media Center. Some teachers offer additional incentives by having a "date" with the students who accumulate the most Reading Counts points each quarter.

RTI – 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 on or above grade level. The Soar to Success curriculum published by Houghton-Mifflin is used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading, and Responding. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

Larson's Morning Math Achievers- Simpsonville Elementary's computer lab is open each morning from 7:15-8:00 for students to work on Larson's Math program software. We targeted students that were within a few points of scoring Proficient or moving from Not Met to Proficient on SCPASS and invited them to attend. The lab is staffed by parent volunteers, volunteers from Cryovac, and volunteers from our community.

ESOL Program- The goal of Greenville County School's English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

Gifted and Talented Program- Gifted and Talented Identification Criteria included in State Regulation 43-220 has been implemented since our 2000-2001 school year. Our program now serves students being taught in Special Education and individuals with severe math, reading or writing deficiencies. Mrs. Stone meets the needs of all her students, working with them using many varied instructional strategies, and utilizing Yale University's Program for Diversified Instruction and Assessment. Often our smaller groups of highly gifted students serve as mentors demonstrating advanced standards to their peers in an academic and creative atmosphere. This non-competitive situation enhances learning in many areas.

Simpsonville Elementary Media Center- The Media Center has over 13,000 books in the collection, an average of 20 books per student. We also have over 5,00 ebooks available. The Media Center is open every day from 7:30 am to 3:00 pm, with a flexible schedule. Teachers sign up and plan lessons using state standards with the Media Specialist. The Media Specialist provides curricular support for the teachers in the classroom. The Media Center is open to students for study, computer use, research and book check-out throughout the day. The Media Center is also open to parents for check out, study and computer use. A Media Center web page on the school web site is kept up-to- date with pertinent information. The Media Center broadcasts a student morning announcement program produced by 5th grade students. Students are responsible for their part in the program, which includes 2 news anchors, a tech, camera operator and reporter. The Media Center sponsors several programs each year, including the Build-a-Book Program, Author visits, Reading Assemblies, Book Fairs, Reading Contests, a Summer Reading Program, our Reading Counts Program, and a Before School Program.

Science Lab- Simpsonville Elementary has a Science Lab that teachers use for demonstration lessons and regular classroom instruction. Our Science Lab is furnished with supplies that include microscopes, anatomical models, weighing and measuring devices, and miscellaneous supplies required for teaching our elementary school science curriculum. It is furnished with laboratory tables that are sized to accommodate students from K-5th grade. We have a television, computer, and a computer microscope set up for teachers to use. The storage areas are all labeled for easy access to supplies. The lab is user friendly for our teachers and our students. The lab enables us to have more room for our hands-on activities when using our district science kits.

Computer Lab and Computer Access- Simpsonville Elementary School is currently equipped with a 32 student station Computer Lab. All grades, first through fifth, have weekly hands-on instruction in the Computer Lab. Kindergarten has Computer Lab bi-monthly. Classroom teachers coordinate their weekly lesson plans to include technology (utilizing a wide variety of software and internet) to support and enhance their classroom instruction. We also have 2 rolling laptop carts, as well as portable Dell Pad carts and iPad mini carts, to be used during Guided Reading, eBooks, research., QR codes, center rotations, and much more. Additionally, we have Dell Pads stationed in the Media Center where students are taught keyboarding and research skills. We have 58 networked Dell teacher laptop computers and 194 Dell networked student computers. All classrooms have a teacher computer, at least 4 networked student stations and a Kyocera B/W printer. We have a school-wide color Kyocera printer located in the front office. All of our classrooms have Promethean Boards that are used daily.

Extended Day Program- Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to homework help and outside play and craft activities. We offer clubs for students to participate in during the Extended Day hours. Clubs are created due to interest and availability of volunteers. Participation in these clubs will be strictly voluntary. Along with these clubs, we offer special events during the school year. These may include, but are not limited to, arts and crafts, holiday activities, movie days, pizza parties, ice cream parties and contests.

School Store- Our school store is operated by 5th grade students. Through managing the store they learn life skills and gain exposure to real-world math problems. Students enjoy the opportunity to interact with all students and provide a service to their peers.

Miscellaneous Clubs and Student Activities:

Yearbook Club- Our school's Yearbook Club is organized by a parent volunteer who works with a select group of students to take photographs and submit write-ups for our annual school yearbook.

Science Bee- Every year, our 3rd through 5th grade students participate in a Science Bee as part of their standardized test preparation. Students study their grade level standards to prepare for their classroom level science bee. Classroom winners then participate in a grade level bee.

Student Council- Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

Science Fair- Our 3rd through 5th grade students create a science fair project for our annual Science Fair. Winning projects are then entered in the district level science fair.

Safety Patrols-Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

Good News Club- The Good News Club is an opportunity offered to our students by a local church in our community. Through these monthly meetings, students receive character lessons and devotions.

Book Club- Our Instructional Coach and Media Specialist hold a Book Club with a group of interested fifth grade students. During their monthly club meetings, they participate in a book discussion and view live webinars with authors and illustrators.

Chorus- The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

Community Events:

Family Literacy Event- Family Reading Night is an annual event in which we offer a variety of events for families to attend. Activities include informational presentations on our Balanced Literacy reading program and ways for families to support reading at home. Other activities include a book walk, book mark making, the book fair, & more. Students can participate in our character showcase by dressing up as a book character and writing a book review of their book.

Veterans' Day Program- Every year, our school holds a Veteran's Day program to honor the Veterans in our community. We serve the Veterans breakfast, our Chorus students present a variety of patriotic songs, and then some of the Veterans speak to our students.

International Night- Simpsonville Elementary holds an annual International Night in which the students in our ESOL program present pieces of their work. The ESOL teacher provides an information presentation for the parents on reading and writing at home. Additionally, families bring their favorite dish to share for a pot luck meal.

Annual Art Show- Visual arts plays a big role in our school as the art teachers often collaborate with classroom teachers overlapping core standards with visual arts standards. The students love to showcase their artwork on various art display boards throughout the school. In addition to several community art shows, every year we have a special "Art Show" in the evening where families are invited to view the terrific artwork. Every student in our school, K4-5th grade has an original piece displayed in a frame for the special night. Families can choose to purchase the frames to support the art department or may take home unframed work at no cost.

Safe & Healthy Kids Fair- This is an annual event at your school, and this year we had over 400 people present. Activities included kick boxing, outdoor games of lacrosse, dancing in the cafeteria, and a Zumba class taught by a certified instructor. Guest speakers from around the community included a Nutritional Counselor and a Personal Trainer. Additionally, free healthy snacks were provided by community businesses.

K5 Sneak Preview- This event, offered in the spring of the school year prior to the students' kindergarten year, allows parents and students the opportunity to get to know more about our kindergarten program at SES. K5 teachers offer a presentation to parents and guardians on how to help prepare their child for kindergarten, as well as other helpful information related to our school. This time is also used to screen these future students by assessing them on what they know prior to starting school.

1st Grade Parent Information Night- Our school offers an informational night to the parents and guardians of our first graders at the beginning of the school year. During this event, presentations are offered for introducing and explaining some of our school's policies and procedures.

CATCH School:

Simpsonville Elementary is a CATCH school. CATCH stands for Coordinated Approach To Child Health. CATCH is the most proven program to prevent childhood obesity and launch kids and communities toward healthier lifestyles. Our goal is to encourage healthy choices that will not only impact students and families now, but will influence their future as well. This endeavor correlates with our school tagline; Academics + Fitness "Seal" Our Success!

Culinary Creations Menu- Our school provides students will the Culinary Creations Menu, a concept that emphasizes scratch cooking in lieu of processed foods and promotes the consumption of whole grains and fruits and vegetables. Four entrees are offered daily, and two are vegetarian choices. We also have a Vegetation Station where students can choose items daily from the soup and salad bar. All soups are made from scratch.

Walk to School Event- Our school participates annually in the International Walk to School Day and SC Walk to School Day. Hundreds of miles are completed on the track by parents, teachers and students during these special events.

Community Turkey Trot- As part of our CATCH endeavor, we provide extra opportunities to promote health and fitness. To encourage exercise around a time when people are consuming a lot of extra food, our school invites parents and community members to join our students and staff as we walk the track.

Other:

Watch Dog Dads- Watch Dog Dads is a program we have at Simpsonville Elementary that is run by our male parents and community members. The acronym "DOG" stands for Dads Of Great Students. Volunteers work on a scheduled basis to walk the parameters and hallways of our school, looking for anything out of the ordinary or simply serving as a male presence, helping students feel safe during the school day.

Vertical Teams- Every teacher at SES serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

Data Teams/Data Centers/Data Wall- Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analysis and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student's data and goal progression. In our atrium, we have a school-wide Data Wall in which we track school-wide data, such as tardies, absences, Great Math Race participants, and Reading Counts points.

Jump Rope for Heart- Jump Rope for Heart is a national education and fundraising event sponsored by the American Heart Association. Every year, Simpsonville Elementary participates in this fundraiser. This year our school donated over $8,000 to the American Heart Association, the largest donation we have made in over 8 years. Our school received a Service Celebration Award by the American Heart Association. For over twenty years, our school has raised over $100,000 for the Jump Rope for Heart program. We were also recognized as a top fundraiser school for the state of South Carolina.

Parent and Community Support

Parent Teacher Association (PTA)- Parents are valuable resources for our students. Our parent volunteers log well over 15,000 hours of service during the school year with approximately 1,000 volunteers. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). The PTA also runs a Food Pantry and the Kool Kids Closet, for families in need. Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum and the SEEDS (Starting Early with Enrichment Designs for Students) Program. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Boosterthon, in which they raised over $17,000 in 2014 alone. The PTA used that money to purchase Dell Pads and iPads for your students. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. This year, our PTA hosted our first annual Daddy Daughter Dance and Mother Son Movie Night.

School Improvement Council (SIC)- The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and share successes and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals' for our established Guidance Advisory committee.

Volunteer Academic Tutors- Business partners from Cryovac and area churches serve children through individual tutoring and computer assistance in our computer lab. They also work with the second grade in an Emergency Preparedness Program. Employees from Caterpillar provide Junior Achievement instruction. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Our academic volunteers truly make a positive difference in our school.

Mission, Vision, and Beliefs

Mission: Our mission at Simpsonville Elementary School is to prepare students to be productive, respectful and responsible.

Vision: Simpsonville Elementary School's vision stems from a child-centered focus on improving the curriculum, instruction, assessment, and environmental factors that support effective learning for our students.

Beliefs: At Simpsonville Elementary School, we believe…

- Each student has an equal and fundamental right to an education.
- All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- The educational process is a partnership among students, parents, educators, and the community.
- Each child, through his/her cultural diversity, contributes to an enriched society.
- A nurturing environment encourages success in learning.
- Early school success fosters continued positive learning/achievement.
- The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

School Tagline: Academics + Fitness "Seal" our Success!

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SDE School Report Card- *http://ed.sc.gov/data/report-cards/2014/elem/c/e2301081.pdf*

Simpsonville Elementary
200 Morton Avenue
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	798 Students	
Principal	Jackie Earle	864-355-8300
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA
2014
ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Good
2013	Excellent	Good
2012	Excellent	Good
2011	Good	Average
2010	Good	Good

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 SC Performance Vision

• Average - School performance meets the standards for progress toward the 2020 SC Performance Vision

• Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision

• At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ESEA Federal Accountability Rating- **https://ed.sc.gov/data/esea/**

2014 - ESEA / Federal Accountability System

GREENVILLE > SIMPSONVILLE ELEMENTARY

Overall Weighted Points Total	91
Overall Grade Conversion	A
Points Total - Elementary Grades	91

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.6-0.9 = Level of proximity to the AMO (quartile between proficient and AMO)

0.1-0.5 = Level of Improvement between previous year and current year

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.
	Blank	*	Insufficient data available to calculate an ESEA grade.

2014 Annual Measurable Objectives (AMO)	Elementary School	Middle School	High School
English Language Arts (ELA)	640	632	229
Math	640	632	226
Science / Biology	640	632	78
Social Studies / History	640	632	75
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	75.1

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	0.9	1	1	1
White	1	1	1	1	1	1
African-American	0.9	0.9	0.7	0.9	1	1
Asian / Pacific Islander						
Hispanic	1	1	0.8	1	1	1
American Indian / Alaskan						
Disabled	0.6	0		0.6	1	1
LEP	1	1	0.8	1	1	1
Subsidized Meals	0.9	0.9	0.7	0.9	1	1
Total Number of Points	**8.4**	**7.8**	**6.9**	**8.4**	**9**	**9**
Total Number of Objectives	**9**	**9**	**8**	**9**	**9**	**9**
Percent of Objectives Met	**93.33**	**86.67**	**86.25**	**93.33**	**100**	**100**
Weight	**0.4**	**0.4**	**0.05**	**0.05**	**0.05**	**0.05**
Weighted Points Subtotal	**37.33**	**34.67**	**4.31**	**4.67**	**5**	**5**
Points Total	**91**					

2014 PASS Data by Grade Level and Demographics

Notes:

1) These statistics may differ from those in state and federal accountability results. They were calculated based on where students tested regardless of school entry date. Home school students, students with incomplete scores, and students who took the test with a non-standard accommodation were excluded.

2) If the number tested is less than 10, no other statistics appear.

Simpsonville Elem Scores by Grade Level and Demographic Category

Column Legend

A) Number of Students tested

B) Percentage of Students Scoring "Not Met"

C) Percentage of Students Scoring "Met"

D) Percentage of Students Scoring "Exemplary"

E) Percentage of Students Scoring "Met" and "Exemplary"

F) Mean (Scale Score) for the total group of students

G) Standard Deviation (Scale Score) for the group of students

Grade 3:

Writing

	A	B	C	D	E	F	G
All Students	126	20.6	45.2	34.1	79.4	626.6	40.0
Male	72	25.0	54.2	20.8	75.0	617.8	40.2
Female	54	14.8	33.3	51.9	85.2	638.2	36.7
Hispanic or Latino	18	22.2	50.0	27.8	77.8	627.4	44.2
American Indian or Alaska Native	0						
Asian	0						
Black or African American	24	33.3	50.0	16.7	66.7	608.5	36.3
Native Hawaiian or Other Pacific Islander	0						
White	80	17.5	42.5	40.0	82.5	629.3	33.1
Two or more races	4						
Disabled	11	81.8	18.2		18.2	579.5	23.2
Not Disabled	115	14.8	47.8	37.4	85.2	631.1	38.4
Migrant	0						
Non-migrant	126	20.6	45.2	34.1	79.4	626.6	40.0
Limited English Proficient	16	37.5	37.5	25.0	62.5	612.5	29.5
Non-LEP	110	18.2	46.4	35.5	81.8	628.6	40.9
Subsidized Meals	52	28.8	51.9	19.2	71.2	613.1	32.4
Full-Pay Meals	74	14.9	40.5	44.6	85.1	636.0	42.1

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	124	14.5	25.0	60.5	85.5	654.7	47.8
Male	71	18.3	28.2	53.5	81.7	647.7	47.8
Female	53	9.4	20.8	69.8	90.6	664.1	46.2
Hispanic or Latino	17	23.5	17.6	58.8	76.5	651.0	51.0
American Indian or Alaska Native	0						
Asian	0						
Black or African American	24	20.8	37.5	41.7	79.2	631.3	45.3
Native Hawaiian or Other Pacific Islander	0						
White	79	10.1	24.1	65.8	89.9	662.0	45.3
Two or more races	4						
Disabled	12	50.0	33.3	16.7	50.0	603.1	40.1
Not Disabled	112	10.7	24.1	65.2	89.3	660.3	45.2
Migrant	0						
Non-migrant	124	14.5	25.0	60.5	85.5	654.7	47.8
Limited English Proficient	15	26.7	13.3	60.0	73.3	641.1	44.7
Non-LEP	109	12.8	26.6	60.6	87.2	656.6	47.9
Subsidized Meals	50	24.0	24.0	52.0	76.0	639.0	44.8
Full-Pay Meals	74	8.1	25.7	66.2	91.9	665.3	46.8

Mathematics

	A	B	C	D	E	F	G
All Students	125	21.6	26.4	52.0	78.4	652.2	66.0
Male	71	19.7	29.6	50.7	80.3	654.5	69.6
Female	54	24.1	22.2	53.7	75.9	649.2	60.9
Hispanic or Latino	17	11.8	35.3	52.9	88.2	641.8	49.8
American Indian or Alaska Native	0						
Asian	0						
Black or African American	24	37.5	37.5	25.0	62.5	625.6	64.2
Native Hawaiian or Other Pacific Islander	0						
White	80	18.8	22.5	58.8	81.3	660.7	66.2
Two or more races	4						
Disabled	12	58.3	25.0	16.7	41.7	594.3	68.1
Not Disabled	113	17.7	26.5	55.8	82.3	658.4	62.8
Migrant	0						
Non-migrant	125	21.6	26.4	52.0	78.4	652.2	66.0
Limited English Proficient	16	18.8	31.3	50.0	81.3	638.0	52.6
Non-LEP	109	22.0	25.7	52.3	78.0	654.3	67.5
Subsidized Meals	50	22.0	30.0	48.0	78.0	641.4	57.9
Full-Pay Meals	75	21.3	24.0	54.7	78.7	659.5	70.0

Science	A	B	C	D	E	F	G
All Students	63	25.4	36.5	38.1	74.6	632.9	48.5
Male	32	31.3	34.4	34.4	68.8	628.6	50.5
Female	31	19.4	38.7	41.9	80.6	637.3	45.9
Hispanic or Latino	11	36.4	45.5	18.2	63.6	612.6	38.8
American Indian or Alaska Native	0						
Asian	0						
Black or African American	11	36.4	54.5	9.1	63.6	606.5	44.7
Native Hawaiian or Other Pacific Islander	0						
White	40	17.5	30.0	52.5	82.5	647.1	46.5
Two or more races	1						
Disabled	7						
Not Disabled	56	17.9	39.3	42.9	82.1	640.6	45.1
Migrant	0						
Non-migrant	63	25.4	36.5	38.1	74.6	632.9	48.5
Limited English Proficient	8						
Non-LEP	55	21.8	36.4	41.8	78.2	637.0	48.0
Subsidized Meals	31	35.5	48.4	16.1	64.5	614.9	39.2
Full-Pay Meals	32	15.6	25.0	59.4	84.4	650.3	50.3

Social Studies

	A	B	C	D	E	F	G
All Students	62	14.5	43.5	41.9	85.5	644.0	42.5
Male	39	7.7	48.7	43.6	92.3	650.6	37.4
Female	23	26.1	34.8	39.1	73.9	632.6	47.8
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	13	23.1	46.2	30.8	76.9	635.2	45.3
Native Hawaiian or Other Pacific Islander	0						
White	40	12.5	45.0	42.5	87.5	642.6	40.7
Two or more races	3						
Disabled	5						
Not Disabled	57	15.8	40.4	43.9	84.2	643.9	43.9
Migrant	0						
Non-migrant	62	14.5	43.5	41.9	85.5	644.0	42.5
Limited English Proficient	8						
Non-LEP	54	13.0	44.4	42.6	87.0	645.9	42.0
Subsidized Meals	19	10.5	57.9	31.6	89.5	641.1	39.3
Full-Pay Meals	43	16.3	37.2	46.5	83.7	645.2	43.7

Grade 4:

Writing	A	B	C	D	E	F	G
All Students	116	17.2	38.8	44.0	82.8	643.5	48.6
Male	62	27.4	40.3	32.3	72.6	628.5	45.2
Female	54	5.6	37.0	57.4	94.4	660.8	46.7
Hispanic or Latino	15	33.3	40.0	26.7	66.7	615.2	44.8
American Indian or Alaska Native	0						
Asian	1						
Black or African American	26	30.8	34.6	34.6	69.2	637.4	58.9
Native Hawaiian or Other Pacific Islander	0						
White	66	10.6	39.4	50.0	89.4	648.2	40.8
Two or more races	8						
Disabled	13	61.5	38.5		38.5	587.8	27.9
Not Disabled	103	11.7	38.8	49.5	88.3	650.5	46.1
Migrant	0						
Non-migrant	116	17.2	38.8	44.0	82.8	643.5	48.6
Limited English Proficient	16	31.3	43.8	25.0	68.8	618.7	46.4
Non-LEP	100	15.0	38.0	47.0	85.0	647.5	47.8
Subsidized Meals	49	28.6	49.0	22.4	71.4	617.7	38.8
Full-Pay Meals	67	9.0	31.3	59.7	91.0	662.4	46.3

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	117	20.5	31.6	47.9	79.5	649.3	51.0
Male	62	25.8	32.3	41.9	74.2	638.7	49.5
Female	55	14.5	30.9	54.5	85.5	661.3	50.0
Hispanic or Latino	15	20.0	40.0	40.0	80.0	636.1	52.6
American Indian or Alaska Native	0						
Asian	1						
Black or African American	26	42.3	26.9	30.8	57.7	626.8	47.1
Native Hawaiian or Other Pacific Islander	0						
White	67	13.4	32.8	53.7	86.6	658.6	49.6
Two or more races	8						
Disabled	13	84.6	7.7	7.7	15.4	588.1	32.3
Not Disabled	104	12.5	34.6	52.9	87.5	657.0	47.6
Migrant	0						
Non-migrant	117	20.5	31.6	47.9	79.5	649.3	51.0
Limited English Proficient	16	18.8	37.5	43.8	81.3	637.2	51.1
Non-LEP	101	20.8	30.7	48.5	79.2	651.3	50.7
Subsidized Meals	49	36.7	32.7	30.6	63.3	624.6	48.6
Full-Pay Meals	68	8.8	30.9	60.3	91.2	667.2	44.9

Mathematics	A	B	C	D	E	F	G
All Students	118	22.9	35.6	41.5	77.1	645.0	58.8
Male	62	30.6	25.8	43.5	69.4	641.1	62.9
Female	56	14.3	46.4	39.3	85.7	649.2	53.6
Hispanic or Latino	15	26.7	40.0	33.3	73.3	642.9	44.4
American Indian or Alaska Native	0						
Asian	1						
Black or African American	26	38.5	26.9	34.6	61.5	631.3	59.2
Native Hawaiian or Other Pacific Islander	0						
White	68	16.2	38.2	45.6	83.8	651.3	62.2
Two or more races	8						
Disabled	13	69.2	30.8		30.8	563.2	38.9
Not Disabled	105	17.1	36.2	46.7	82.9	655.1	52.6
Migrant	0						
Non-migrant	118	22.9	35.6	41.5	77.1	645.0	58.8
Limited English Proficient	17	29.4	41.2	29.4	70.6	636.0	45.7
Non-LEP	101	21.8	34.7	43.6	78.2	646.5	60.6
Subsidized Meals	49	40.8	40.8	18.4	59.2	615.8	51.7
Full-Pay Meals	69	10.1	31.9	58.0	89.9	665.7	54.7

Science

	A	B	C	D	E	F	G
All Students	118	23.7	59.3	16.9	76.3	634.2	44.7
Male	62	22.6	66.1	11.3	77.4	633.5	43.6
Female	56	25.0	51.8	23.2	75.0	634.9	45.9
Hispanic or Latino	15	20.0	66.7	13.3	80.0	627.8	39.1
American Indian or Alaska Native	0						
Asian	1						
Black or African American	26	34.6	50.0	15.4	65.4	618.7	47.8
Native Hawaiian or Other Pacific Islander	0						
White	68	20.6	60.3	19.1	79.4	641.0	44.9
Two or more races	8						
Disabled	13	76.9	23.1		23.1	587.8	23.2
Not Disabled	105	17.1	63.8	19.0	82.9	639.9	43.4
Migrant	0						
Non-migrant	118	23.7	59.3	16.9	76.3	634.2	44.7
Limited English Proficient	17	29.4	58.8	11.8	70.6	620.3	43.8
Non-LEP	101	22.8	59.4	17.8	77.2	636.5	44.4
Subsidized Meals	49	38.8	57.1	4.1	61.2	612.7	39.1
Full-Pay Meals	69	13.0	60.9	26.1	87.0	649.5	42.1

Social Studies

	A	B	C	D	E	F	G
All Students	118	14.4	43.2	42.4	85.6	656.8	53.7
Male	62	19.4	37.1	43.5	80.6	654.9	56.0
Female	56	8.9	50.0	41.1	91.1	658.9	51.1
Hispanic or Latino	15	20.0	33.3	46.7	80.0	654.6	49.9
American Indian or Alaska Native	0						
Asian	1						
Black or African American	26	19.2	50.0	30.8	80.8	640.8	49.0
Native Hawaiian or Other Pacific Islander	0						
White	68	11.8	41.2	47.1	88.2	663.5	56.0
Two or more races	8						
Disabled	13	38.5	61.5		61.5	605.0	20.2
Not Disabled	105	11.4	41.0	47.6	88.6	663.2	53.1
Migrant	0						
Non-migrant	118	14.4	43.2	42.4	85.6	656.8	53.7
Limited English Proficient	17	17.6	47.1	35.3	82.4	648.5	50.4
Non-LEP	101	13.9	42.6	43.6	86.1	658.2	54.2
Subsidized Meals	49	24.5	49.0	26.5	75.5	638.2	50.1
Full-Pay Meals	69	7.2	39.1	53.6	92.8	670.0	52.3

Grade 5:

Writing	A	B	C	D	E	F	G
All Students	143	11.9	30.8	57.3	88.1	655.6	50.0
Male	74	14.9	36.5	48.6	85.1	646.0	46.8
Female	69	8.7	24.6	66.7	91.3	665.8	51.2
Hispanic or Latino	23	4.3	47.8	47.8	95.7	652.7	50.0
American Indian or Alaska Native	0						
Asian	1						
Black or African American	24	20.8	37.5	41.7	79.2	639.6	49.6
Native Hawaiian or Other Pacific Islander	0						
White	92	12.0	23.9	64.1	88.0	660.9	49.7
Two or more races	3						
Disabled	21	57.1	38.1	4.8	42.9	592.9	41.2
Not Disabled	122	4.1	29.5	66.4	95.9	666.3	42.9
Migrant	0						
Non-migrant	143	11.9	30.8	57.3	88.1	655.6	50.0
Limited English Proficient	19		47.4	52.6	100.0	658.6	42.3
Non-LEP	124	13.7	28.2	58.1	86.3	655.1	51.0
Subsidized Meals	63	22.2	41.3	36.5	77.8	634.9	48.8
Full-Pay Meals	80	3.8	22.5	73.8	96.3	671.9	44.5

English Language Arts (Reading and Research)

	A	B	C	D	E	F	G
All Students	143	10.5	44.1	45.5	89.5	654.7	42.1
Male	75	16.0	45.3	38.7	84.0	645.6	40.2
Female	68	4.4	42.6	52.9	95.6	664.8	41.8
Hispanic or Latino	23	8.7	47.8	43.5	91.3	653.0	40.0
American Indian or Alaska Native	0						
Asian	1						
Black or African American	24	29.2	29.2	41.7	70.8	639.6	49.6
Native Hawaiian or Other Pacific Islander	0						
White	92	5.4	45.7	48.9	94.6	660.3	39.5
Two or more races	3						
Disabled	21	28.6	52.4	19.0	71.4	623.8	41.7
Not Disabled	122	7.4	42.6	50.0	92.6	660.0	39.7
Migrant	0						
Non-migrant	143	10.5	44.1	45.5	89.5	654.7	42.1
Limited English Proficient	19		57.9	42.1	100.0	657.8	35.4
Non-LEP	124	12.1	41.9	46.0	87.9	654.3	43.0
Subsidized Meals	64	20.3	48.4	31.3	79.7	639.9	41.8
Full-Pay Meals	79	2.5	40.5	57.0	97.5	666.8	38.3

Mathematics

	A	B	C	D	E	F	G
All Students	145	17.2	20.7	62.1	82.8	670.6	65.7
Male	77	22.1	19.5	58.4	77.9	665.5	68.2
Female	68	11.8	22.1	66.2	88.2	676.4	62.1
Hispanic or Latino	25	20.0	32.0	48.0	80.0	647.5	49.1
American Indian or Alaska Native	0						
Asian	1						
Black or African American	24	37.5	20.8	41.7	62.5	642.3	66.7
Native Hawaiian or Other Pacific Islander	0						
White	92	10.9	17.4	71.7	89.1	684.6	65.2
Two or more races	3						
Disabled	21	66.7	9.5	23.8	33.3	609.2	67.5
Not Disabled	124	8.9	22.6	68.5	91.1	681.0	59.4
Migrant	0						
Non-migrant	145	17.2	20.7	62.1	82.8	670.6	65.7
Limited English Proficient	21	19.0	33.3	47.6	81.0	649.6	47.7
Non-LEP	124	16.9	18.5	64.5	83.1	674.2	67.6
Subsidized Meals	66	33.3	19.7	47.0	66.7	641.5	60.3
Full-Pay Meals	79	3.8	21.5	74.7	96.2	695.0	59.7

Science

	A	B	C	D	E	F	G
All Students	73	13.7	56.2	30.1	86.3	651.1	55.1
Male	41	14.6	48.8	36.6	85.4	659.5	54.0
Female	32	12.5	65.6	21.9	87.5	640.3	54.6
Hispanic or Latino	10	20.0	50.0	30.0	80.0	643.6	49.0
American Indian or Alaska Native	0						
Asian	1						
Black or African American	10	20.0	70.0	10.0	80.0	623.7	53.3
Native Hawaiian or Other Pacific Islander	0						
White	50	8.0	56.0	36.0	92.0	659.7	55.1
Two or more races	2						
Disabled	9						
Not Disabled	64	9.4	59.4	31.3	90.6	657.2	48.0
Migrant	0						
Non-migrant	73	13.7	56.2	30.1	86.3	651.1	55.1
Limited English Proficient	10	30.0	40.0	30.0	70.0	638.6	50.8
Non-LEP	63	11.1	58.7	30.2	88.9	653.1	55.5
Subsidized Meals	32	28.1	56.3	15.6	71.9	626.4	56.2
Full-Pay Meals	41	2.4	56.1	41.5	97.6	670.4	45.9

Social Studies

	A	B	C	D	E	F	G
All Students	73	30.1	39.7	30.1	69.9	630.5	53.0
Male	36	41.7	36.1	22.2	58.3	617.7	45.5
Female	37	18.9	43.2	37.8	81.1	642.8	56.8
Hispanic or Latino	16	37.5	43.8	18.8	62.5	613.3	62.7
American Indian or Alaska Native	0						
Asian	0						
Black or African American	14	42.9	28.6	28.6	57.1	614.5	48.7
Native Hawaiian or Other Pacific Islander	0						
White	42	23.8	40.5	35.7	76.2	641.7	47.5
Two or more races	1						
Disabled	12	58.3	41.7		41.7	597.1	28.9
Not Disabled	61	24.6	39.3	36.1	75.4	637.0	54.2
Migrant	0						
Non-migrant	73	30.1	39.7	30.1	69.9	630.5	53.0
Limited English Proficient	11	27.3	54.5	18.2	72.7	620.9	46.0
Non-LEP	62	30.6	37.1	32.3	69.4	632.1	54.0
Subsidized Meals	35	42.9	45.7	11.4	57.1	607.3	45.7
Full-Pay Meals	38	18.4	34.2	47.4	81.6	651.8	50.4

PASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2014 **Writing PASS** Performance with 2012 and 2013 PASS Performance by Grade Level
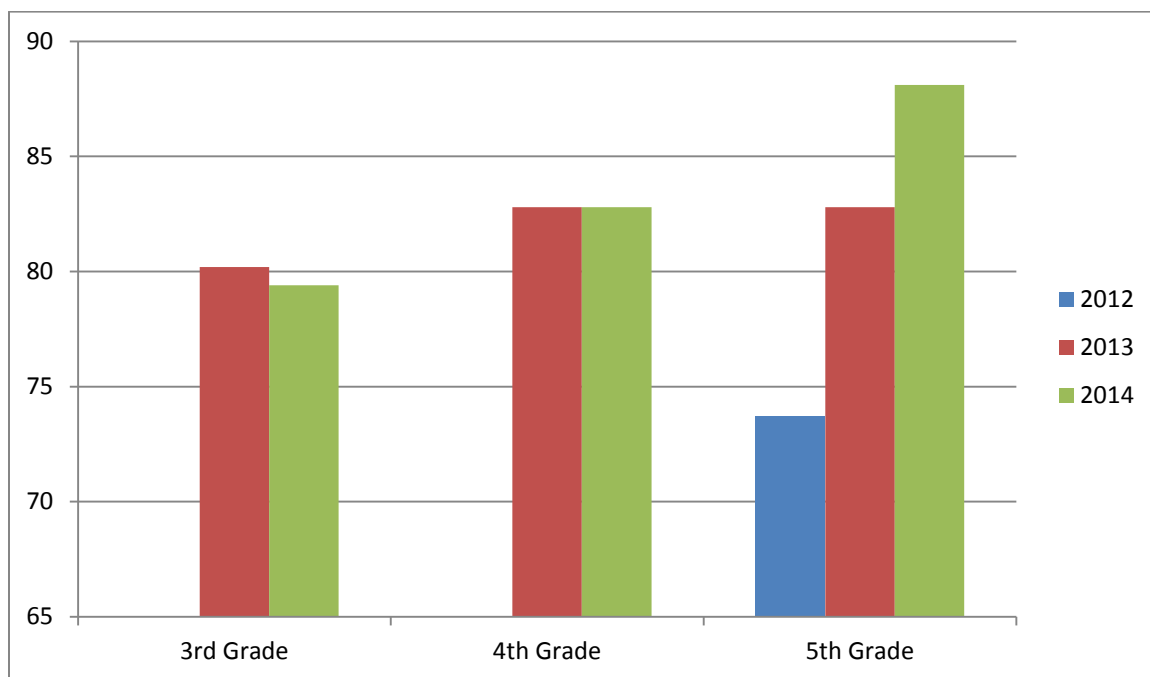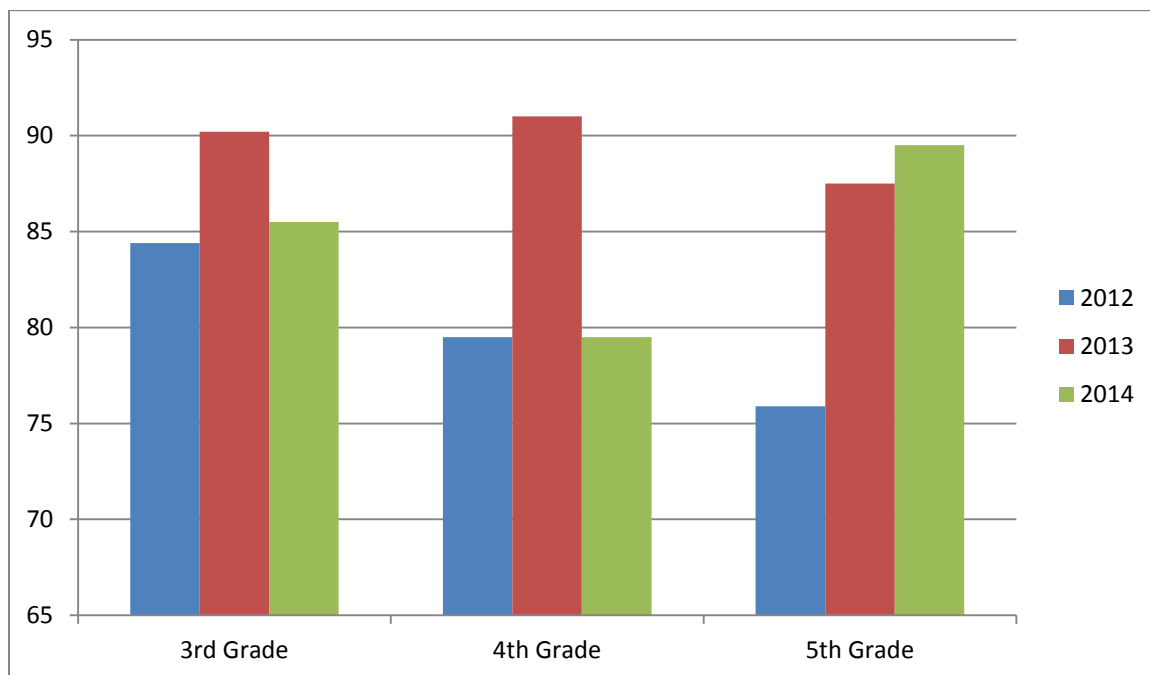

Writing	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Not Met	N/A	19.8%	20.6%	N/A	17.2%	17.2%	26.3%	19.1%	11.9%
Met	N/A	33.9%	45.2%	N/A	42.5%	38.8%	40.6%	36.0%	30.8%
Exemplary	N/A	46.3%	34.1%	N/A	40.3%	44.0%	33.1%	44.9%	57.3%
Met/Exemplary	N/A	80.2%	79.4%	N/A	82.8%	82.8%	73.7%	80.9%	88.1%

In March 2014, 83.4% of our students scored Met or Exemplary on PASS Writing. This was an increase from 2013 when 81.7% scored Met/Exemplary. In 2012, only 5th graders were tested in PASS Writing and 73.7% scored Met/Exemplary. All 3rd, 4th, and 5th grade students took PASS Writing in 2013 and 2014. In 2014, 79.4 % of our 3rd graders, 82.8% of our 4th graders, and 88.1% of our 5th graders scored Met/ Exemplary. We have showed a steady increase in writing over the past 3 years, an attainment we contribute to our school-wide writing program, Power Writing. We have seen significant growth in the writing scores of our 5th grade students. We have asked our 5th grade writing teacher to share her strategies for success with other grade level teams.

PASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2014 **ELA PASS** Performance with 2012 and 2013 PASS Performance by Grade Level

ENGLISH/LANGUAGE ARTS	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Not Met	15.6%	9.8%	14.5%	20.5%	9.0%	20.5%	24.1%	12.5%	10.5%
Met	17.7%	20.5%	25.0%	31.1%	40.6%	31.6%	42.1%	47.8%	44.1%
Exemplary	66.7%	69.7%	60.5%	48.5%	50.4%	47.9%	33.8%	39.7%	45.5%
Met/Exemplary	84.4%	90.2%	85.5%	79.5%	91.0%	79.5%	75.9%	87.5%	89.5%

In May 2014, 84.8% of our students scored Met/Exemplary on PASS English/Language Arts, which was a decrease from 89.8% in 2013. 85.5% of our 3rd graders scored Met/Exemplary, 79.5% of our 4th graders scored Met/Exemplary, and 89.5% of our 5th graders scored. In 2014, 85.5% of our 3rd graders, 79.5% of our 4th graders, and 89.5% of our 5th graders scored Met/Exemplary. We implemented the Fountas & Pinnell Balanced Literacy program in the fall of 2013. As we continue with the balanced literacy model, there is an increased emphasis of integrating the curriculum and teaching science and social studies through reading.

PASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2014 **Mathematics PASS** Performance with 2012 and 2013 PASS Performance by Grade Level
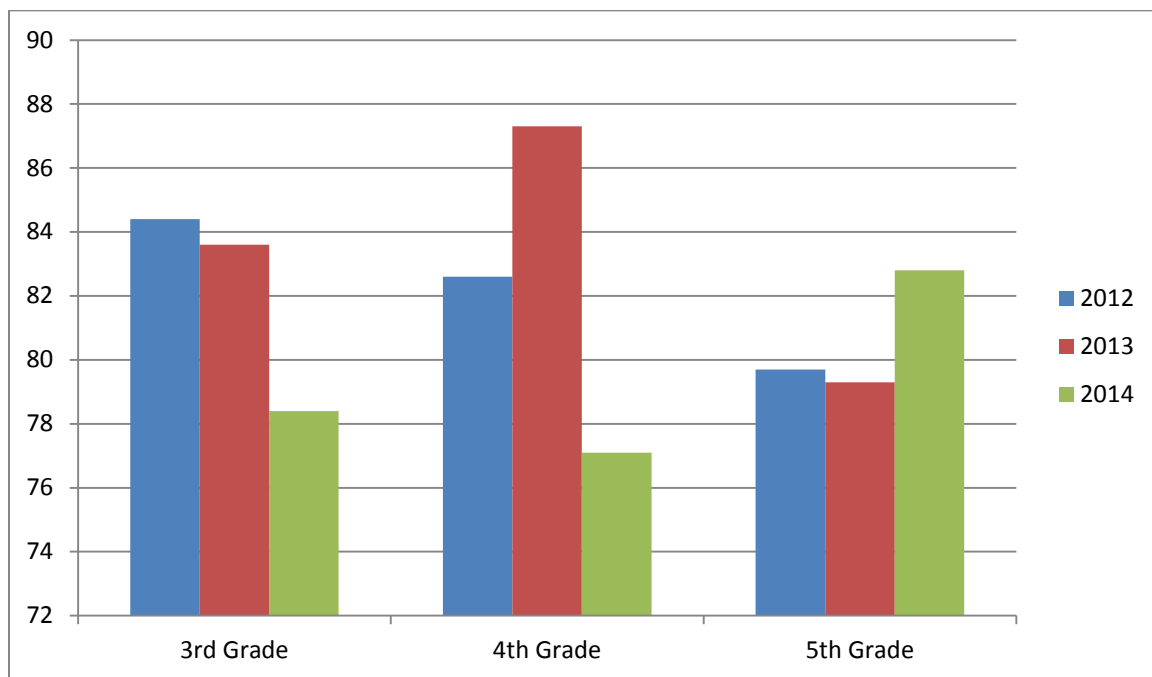
MATHEMATICS	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Not Met	15.6%	16.4%	21.6%	17.4%	12.7%	22.9%	20.3%	20.7%	17.2%
Met	24.8%	24.6%	26.4%	35.6%	37.3%	35.6%	37.6%	36.3%	20.7%
Exemplary	59.6%	59.0%	52.0%	47.0%	50.0%	41.5%	42.1%	43.0%	62.1%
Met/Exemplary	84.4%	83.6%	78.4%	82.6%	87.3%	77.1%	79.7%	79.3%	82.8%

In May, 2014, 79.4% of our students scored Met/Exemplary in the area of Mathematics. This was a decrease from 2013 when 83.5% of our students met or exceeded the standard.
In 2014, 78.4 % of our 3rd graders, 77.1% of our 4th graders, and 82.8% of our 5th graders scored Met/ Exemplary. %. These scores are below our expectations for Math achievement. We have used MAP scores to target groups of students that are "on the bubble" to score Met on PASS 2014 and worked with them in small groups to strengthen their skills.

PASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2014 **Science PASS** Performance with 2012 and 2013 PASS Performance by Grade Level
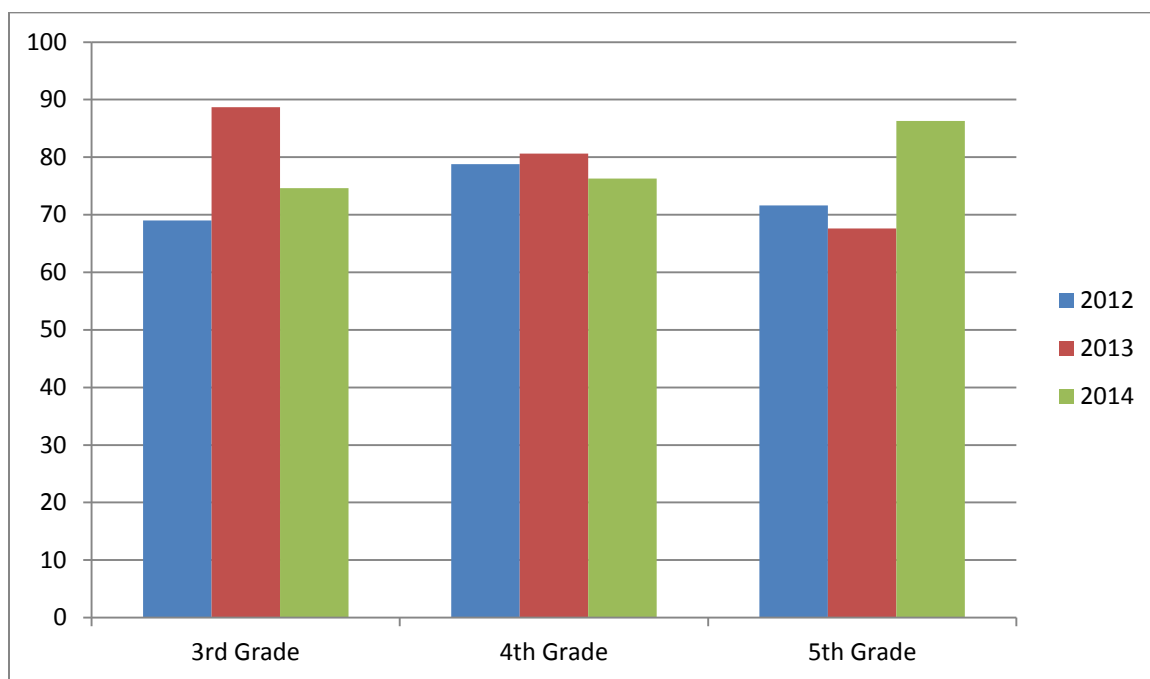
SCIENCE	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Not Met	31.0%	11.3%	25.4%	21.2%	19.4%	23.7%	28.4%	32.4%	13.7%
Met	32.4%	50.0%	36.5%	67.4%	57.5%	59.3%	55.2%	54.4%	56.2%
Exemplary	36.6%	38.7%	38.1%	11.4%	23.1%	16.9%	16.4%	13.2%	30.1%
Met/Exemplary	69.0%	88.7%	74.6%	78.8%	80.6%	76.3%	71.6%	67.6%	86.3%

In 2014, 74.6% in 3rd grade, 76.3% in 4th grade and 86.3% in 5th grade scored Met/Exemplary on PASS Science. Overall, 79% of our students met or exceeded the standard in science, a constant from 2013 which was also 79%. While these scores are still below our expectations for Science achievement, we are pleased with the progress in 5th grade, with a significant increase of 18.7%. We are encouraging stronger correlation to the district supplied science kits for hands-on instruction. Our Instructional Coach is teaching enrichment lessons to our 5th grade students.

PASS DATA for SIMPSONVILLE ELEMENTARY SCHOOL

Comparing 2014 Social Studies PASS Performance with 2012 and 2013 PASS Performance by Grade Level
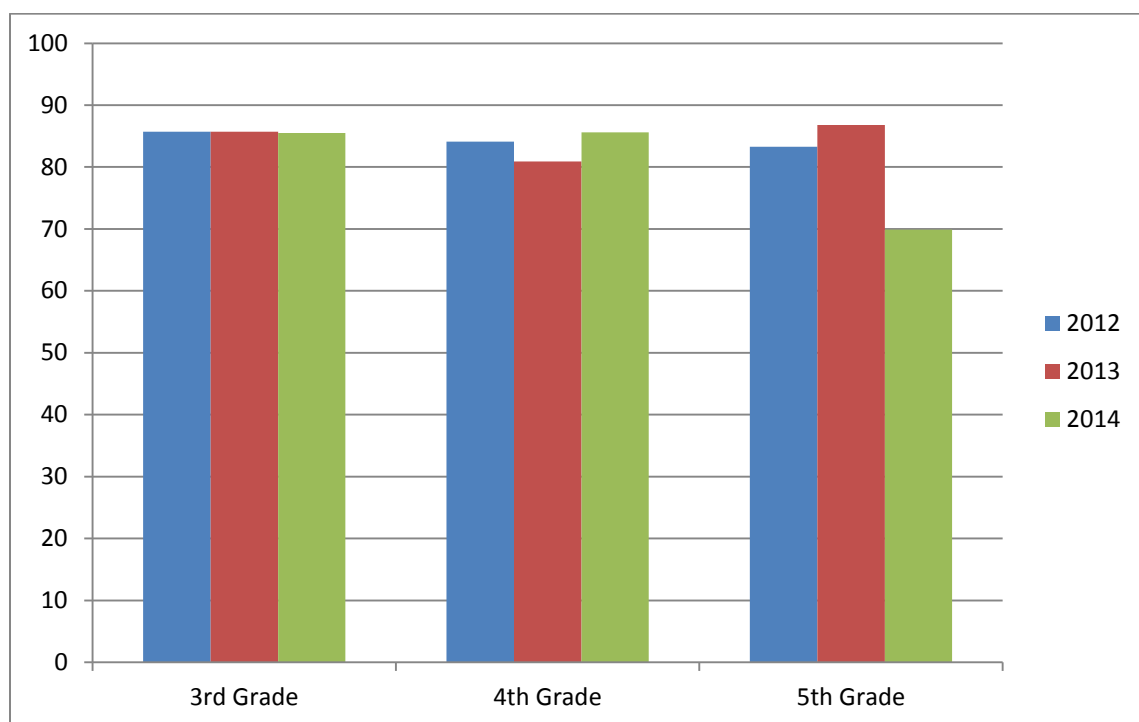
SOCIAL STUDIES	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Not Met	14.3%	8.3%	14.5%	15.9%	19.1%	14.4%	16.7%	13.2%	30.1%
Met	31.4%	51.7%	43.5%	43.2%	36.0%	43.2%	31.8%	42.6%	39.7%
Exemplary	54.3%	40.0%	41.9%	40.9%	44.9%	42.4%	51.5%	44.1%	30.1%
Met/Exemplary	85.7%	85.7%	85.5%	84.1%	80.9%	85.6%	83.3%	86.8%	69.9%

In 2014, 80.3% of students scored Met/Exemplary on PASS Social Studies. This is a decrease from 87.4% in 2013. In 2014, 85.5 % of our 3rd graders, 85.6% of our 4th graders, and 69.9% of our 5th graders scored Met/ Exemplary. %. While these scores are still below our expectations for Social Studies achievement, we are pleased with the consistency in 3rd grade scores, and the increase in 4th grade scores. In addition to using Rubicon Atlas, our district created portal for support and resources, our 5th grade Social Studies teacher is working with our Instructional Coach on supplementary Language Arts integration.

Four-Year PASS Summary

(school wide results, Grades 3-5 combined)	Met or Exemplary 2011	Met or Exemplary 2012	Met or Exemplary 2013	Met or Exemplary 2014
Writing	81%	74%	81.7%	83.4%
ELA	80.6%	81%	89.8%	84.8%
Math	78.9%	82.7%	83.5%	79.4%
Science	68.9%	74.4%	79.9%	79%
Social Studies	84.9%	84.7%	87.4%	80.3%

Writing scores decreased by 7% from 2011 to 2012 with only 5th grade being tested. We saw an increase of 7.7% in 2013 from 74% to 81.7%, and another increase in 2014 to 83.4% of our students scoring Met/Exemplary in PASS Writing. 3rd and 4th graders did not take PASS Writing in 2011 and 2012. From 2013 to 2014 3rd grade declined from 80.2% to 79.4%, 4th grade remained constant at 82.8%, and 5th grade scores increased significantly from 80.9% to 88.1%. We implemented a school-wide writing initiative, Power Writing, in the fall of 2012 to build consistency in our overall K-5 program. This program provided a common vocabulary for all of the students and we expect to see continued growth in writing as students use strategies in this program throughout elementary school.

ELA scores rose slightly from 80.6% (2011) to 81% (2012). We had significant growth in 2013 with an 8.8 increase to 89.8%. We saw a decline in 2014 with 84.8% of our students scoring Met/Exemplary. 3rd grade scores increased from 79.4 in 2011 to 84.4 in 2012 and again in 2013 with 90.2%, with a decline in 2014 to 85.5%. 4th grade scores rose from 75.2 in 2011 to 79.5 in 2012, with a significant increase to 91% in 2013. A decrease in 2014 was observable at 79.5%. 5th grade scores declined from 87.8% in 2011 to 75.9% in 2012, and increased steadily from 2013 with 87.5% and in 2014 with 89.%. Despite the overall decline in scores from 2013 to 2014, our ELA program is still strong. With the continuation of the balanced literacy model in our Fountas & Pinnell program, the implementation of ELA across the curriculum will remain a constant.

Overall Math scores exposed a steady increase in scores from 2011-2013, with a decline in 2014. Third grade scores increased significantly from 2011 to 2012 with a 6.6 increase, but have since showed a slight decrease each year from 2012-2013. Fourth grade scores increased every year from 2011-2013, with a decrease to 77.1% in 2014. Fifth grade scores have risen from 79.4% in 2011, to 79.7% in 2012, remaining steady at 79.3% in 2013, and increasing again in 2014 to 82.8%. We will continue with our Larson's Math program and Great Math Race for basic math facts. We are also implementing a new research-based program designed to improve Math achievement, First in Math.

Science data shows slight annual growth from 2011-2013 and remained the same in 2014. From 2011 to 2012 we saw an increase from 68.9% to 74.4%, and again to 79.9 in 2013. Scores remained constant at 79% in 2014. Third grade scores rose each year from 66.7% in 2011 to 69% in 2012 and 88.7% in 2013. They declined in 2014 to 74.6%. Fourth grade scores jumped from 67.2% in 2011 to 78.8% in 2012 and to 80.6 in 2013, with a decline to 74.4 in 2014. Fifth grade scores dropped from 74.4% in 2011 to 71.6% in 2012 and again in 2013 to 67.6 %. In 2014, 5th grade scores increased significantly to 86.3% a remarkable 18.7 gain. Science scores remain below our expectations for Science achievement. In addition to continuing with hands-on science lessons, we will concentrate on building science vocabulary as well as science and engineering practices.

Social Studies scores remained the same in 2011 and 2012 with 84.7% of students scoring Met or Exemplary on PASS. Scores rose in 2013 to 84.7 and declined to 80.3 in 2014. All grade levels showed strength with scores of 85.5% in third, 80.9% in fourth, and 86.8% in fifth for 2013. 5th grade showed a significant decline in their scores with 69.9% in 2014, while 4th grade showed a significant increase to 85.6%. 3rd grade scores remained constant at 85.5%. We are focusing on continued implementation of Social Studies with other content areas, specifically Reading and Research in the area of Language Arts.

November 2014 CogAT and IOWA Scores for Simpsonville Elementary:

CogAT:
In the fall of 2014, 149 of our students participated in CogAT testing. The Composite results show an average Universal Scale Score of 178.2, which is an increase from 168.2 in the fall of 2013. The average Standard Age Score decreased slightly from 102.6 in 2013 to 101.6 in 2014. The Percentile Rank of Age Scores decreased from 56 to 54 and from 58 to 57 for Grade Scores. The Stanine for both Age Scores and Grade Scores was 5 in 2014, a constant for Age Scores from 2013, and a decrease for Grade Scores from 2013. The APR of Building Average Graph shows a slight decrease from 56 to 54 from 2013 to 2014.

CogAT

SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
South Carolina Grade 2 Gifted and Talented Testing Program

School: Simpsonville Elem
District: GREENVILLE COUNTY
Form-Level: 7-8
Test Date: 11/2014
Norms: Fall 2011
Grade: 2   Page: 1

		Number of Students Included	Average USS	Average SAS	AGE SCORES		GRADE SCORES		APR of Building Average Graph
					PR	S	PR	S	
Simpsonville Elem	Verbal	145	177.0	101.2	53	5	58	5	53
Level: 8	Quantitative	146	175.2	100.7	52	5	61	6	52
Number of Students Tested = 149	Nonverbal	145	182.3	102.3	56	5	60	6	56
	Composite (VQN)	144	178.2	101.8	54	6	57	5	54

In the fall of 2014, 149 of our students participated in IOWA testing. Results show a slight decrease in every area from 2013 to 2014. In detail, the Average Standard Score for Reading Comprehension fell from 167.0 to 162.7 and from 159.3 to 156.8 in Math. The National Percentile Rank of the Average Standard Score dropped from 76 to 69 in Reading Comprehension and from 60 to 54 in Math. From 2013 to 2014 the National Stanine Average remained constant at 6 for Reading Comprehension and decreased from 6 to 5 in Math.
Strands could not be compared from 2013 to 2014, as testing categories were different. Specifically, Vocabulary in Reading (not a subgroup in 2013) and Concepts, Problems, and Computation in Math (combined subgroups in 2014).

Iowa Assessments

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: Simpsonville Elem
District: GREENVILLE COUNTY
Form-Level: F-7
Test Date: 11/2014
Norms: 09/23 2011
Grade: 2   Page: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation	MATH TOTAL				
Simpsonville Elem 2301081 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	143		2					143						
Average Standard Score (SS)	162.7		126.0					156.8						
Average Predicted Standard Score (PSS)	156.5		137.5					153.9						
Difference (SS-PSS)	6.2		-11.5					2.9						
National Percentile Rank of Average SS	69		5					54						
National Percentile Rank of Average PSS	54		16					47						
Difference (NPR-PNPR)	15		-11					7						
Iowa Assessments														
Number of Students Tested = 149														
Number of Students Included	144		2					144						
Average Standard Score (SS)	162.7		126.0					156.8						
National Percentile Rank of Average SS	69		5					54						
Percent of Students in NPR Range 75-99	38							24						
50-74	30							35						
25-49	20							28						
1-24	12		100					13						
National Stanine of Average SS	6		2					5						

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Teacher and Administrator Quality:

All teachers at Simpsonville Elementary were Highly Qualified in the 2013-14 school year. We have a second-year teacher in 1st grade. Our staff was provided with 25 hours of Professional Development in the 2014-15 school year. We have focused on providing Professional Development related to Curriculum and Instruction and the new Common Core State Standards and Rubicon Atlas, our new District Curriculum Portal. Specifically, these offerings included, Successful Implementation of The Daily 5, Data Team training, a refresher on Learning Focused and Showcasing Quality Work, GoogleDocs and Website Creations, Classroom Applications for ActivExpressions, The Benefits of Teacher Talk vs. Student Talk, Effective Common Planning, and training for using Rubicon Atlas. We have offered workshops at our school for Science, Math and Language Arts provided by our District Curriculum Specialists; Effectively Incorporating Science Probes, Teaching The Standards for Mathematical Practices, and Balanced Literacy with Small Groups. We will continue to provide additional training as we implement the new Common Core State Standards. In addition to what was offered at the school level, teams of teachers attended the District Common Core Standards workshops for Language Arts and Common Core Math, Data Driven Instruction, Standards Based Instruction, 21st Century Instruction, and Student Centered Instruction. As we look into the needs of our school, we have planned Professional Development with a focus on Assessment and Common Planning for the 2015-2016 school year.

2014-2015 Professional Development Plan:

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
Website Training	Jennifer King	Teachers will be shown the new website format and learn updates to District guidelines	7/31/14	10:00 – 11:00	30	Teachers	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Faculty Council	Jackie Earle, Julie Cooke, & Jennifer King	Expectations for new year, Data Overview at SES, Summer reading book discussion, The Daily Five	8/5/14	8:00-2:00	12	Faculty Council	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation	Jackie Earle, Julie Cooke	Routines, procedures, & expectations at SES	8/11/14	8:00-11:00	5	New Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Professional Development for All Staff	Jackie Earle	Expectations for the new school year	8/12/14	8:30 - 12:30	55	All Staff	Goal 2: Teacher/Admin Quality Goal 3: School Environment
The Daily 5	Jackie Earle, Julie Cooke, & Jennifer King	The staff met to discuss & present the summer reading book, The Daily Five	8/13/14	8:00-9:30	40	Teachers	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality

ActivExpressions	Holly Holtzclaw	Teachers will be trained on using AcvtiExpressions in their classrooms	8/27/14	3:00-4:00	40	Teachers	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Rubicon Atlas Refresher	Cathy Hale	Teachers will be shown how to access & use Rubicon Atlas for the purpose of pacing & planning as required by the district	9/17/14	3:00-4:00	15	New SES Teachers (& those who do not know how to access/use Rubicon Atlas)	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Google Training & Website Refresher	Kym Drum	Teachers will be shown the new website format and learn updates to District guidelines	9/22/14	3:00 – 5:00	30	Teachers	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Science Probes	Chris Burras	Teachers will be trained on the implementation of science probes in the classroom	10/15/14	3:00-4:30	40	Teachers	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Implementing Balanced Literacy-Grades K5 & 1st	Kathy Northcut From Heinemann	Teachers will receive training to implement Fountas & Pinnell literacy program	10/20/14	8:00-10:00	17	Teachers & Administration	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Implementing Balanced Literacy-Grades 2nd & 3rd	Kathy Northcut From Heinemann	Teachers will receive training to implement Fountas & Pinnell literacy program	10/20/14	10:15-12:15	14	Teachers & Administration	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Implementing Balanced Literacy-Grades 4th & 5th	Kathy Northcut From Heinemann	Teachers will receive training to implement Fountas & Pinnell literacy program	10/20/14	12:45-2:45	13	Teachers & Administration	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Learning Focused	Jennifer King	Teachers will be receive a refresher training on the elements of Learning Focused & using them effectively	10/22/14	3:00-4:00	40	Teachers	Academic Achievement/ Goal 2: Teacher/Admin Quality

Standards of Mathematical Practice	Cathy Hale	Teachers will be trained on successfully implementing the Standards of Mathematical Practice	11/12/14	3:00-4:00	40	Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Implementing Balanced Literacy-All Grades	Kathy Northcut From Heinemann	Teachers will receive training to implement Fountas & Pinnell literacy program	12/2/14	8:00-2:45	40	Teachers & Administration	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
The benefits of Student Talk vs. Teacher Talk	Jennifer King	Teachers will participate in research activities to learn about the value of student talk in the classroom	1/16/15	9:00-11:00	40	Teachers & Administration	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Implementing Balanced Literacy-All Grades	Kathy Northcut From Heinemann	Teachers will receive training to implement Fountas & Pinnell literacy program	2/24/15	8:00-2:45	40	Teachers & Administration	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Best Practices in Technology	Jennifer King	Teachers will participate in sharing Best Practices in Technolgy	3/18/15	3:00-4:00	40	Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Effective Planning	Jennifer King	Teachers will receive training on creating effective lesson plans & common planning expectations	4/29/15	3:00-4:00	40	Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
New Teacher	Jennifer King	New SES teachers will meet to keep abreast of routines, procedures, & expectations at SES/GCSD	*1st Tuesday of every month	3:00-4:00	5	New SES Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment

2015-2016 Professional Development Plan:

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
Guiding Teacher Leaders	Jackie Earle, Julie Cooke, & Jennifer King	Expectations for new year and the leadership team, student achievement focus, etc.	7/30/15	8:00-2:00	12	Faculty Council	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Expectations for a Successful School Year	Jackie Earle	The principal will share expectations for the new school year, back-to-school procedures, etc.	8/12/15	8:00-10:00	40	All Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Introduction Effective Planning: Common Planning & Lesson Plans	Jackie Earle, Julie Cooke, Jennifer King	The focus of this session is to help teachers understand lesson plans & common planning expectations.	8/13/15	1:00-3:00	40	All Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation	Jennifer King	New teachers will learn the routines, procedures, & expectations of our school and school district. *There will be a follow-up meeting with all new teachers on the 1st Thursday of every month.*	8/12/15	11:00-12:00	TBD	New Teachers	Goal 2: Teacher/Admin Quality Goal 3: School Environment
MAP Testing In-service	Jennifer King	Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines.	8/26/15	3:00-4:00	30	1st-5th Grade Teachers	Goal 2: Teacher/Admin Quality
Technology Tidbits: Creating QR Codes & Using them in your Classroom	Jennifer King, Christine Mack	Teachers will learn how to create a QR code and will be shown a variety of ways to use QR codes in their classroom.	9/13/15	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Continuing Effective Planning:	Jackie Earle, Julie Cooke,	The focus of this session is to assist teachers by	9/21	Grade Level Plannin	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin

Common Planning & Lesson Plans	Jennifer King	offering feedback and support for their grade level in regards to lesson plans & common planning.		g Periods			Quality
Assessments Part 1: Best Practices in Assessment	Julie Cooke, Jennifer King	Teachers will learn how to create effective assessments for their students, the importance of identifying what they are truly assessing, and more.	9/30/15	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Julie Cooke, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	10/20/15	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
CogAT/IOWA Testing In-service	Jennifer King	Teachers will be given a refreshers course on expectations of CogAt/IOWA testing, test security, and other testing guidelines.	10/22/15	3:00-4:00	7	2nd Grade Teachers	Goal 2: Teacher/Admin Quality
Motivating & Challenging Struggling Students	TBD	Teachers will be shown a variety of ways to motive and challenge the hardest to reach students.	10/28/15	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Best Practices at the Elementary Level	Jennifer King	Teachers will gather ideas and best practices to implement tin their own classrooms.	11/18/15	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Technology Tidbits: GoogleDocs	TBD	Teachers will learn how to create GoogleDocs and ways to implement them in education.	12/8/15	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Julie Cooke, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	12/15/15	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality

Continuing Effective Planning: Common Planning & Lesson Plans	Jackie Earle, Julie Cooke, Jennifer King	The focus of this session is to assist teachers by offering feedback and support for their grade level in regards to lesson plans & common planning.	1/11/16	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Assessments Part 2: Giving Formative Assessments & What to Do with the Data	Julie Cooke, Jennifer King	Teachers will learn how to use formative assessments to drive instruction.	1/27/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Julie Cooke, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	2/16/16	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Assessments Part 3: Re-teaching (the when & how)	Julie Cooke, Jennifer King	Teachers will learn when it's best to re-teach and the most effective ways to do so; when to do whole-groups, small group and one-on-one re-teaching.	2/24/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Technology Tidbits: Best Practices in Technology	Jennifer King	Teachers will take examples of some effective uses of technology back to their classrooms.	3/8/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
ACT/SCPASS Testing In-service	Jennifer King	Teachers will be given a refreshers course on expectations of MAP testing, test security, and other testing guidelines.	3/30/16	3:00-4:00	20	3rd 5th Grade Teachers	Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Julie Cooke, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments.	4/19/16	Grade Level Planning Periods	Varied	Grade Levels	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
*TBD (Data Driven PD,	TBD	*TBD (Data Driven PD, based	4/27/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal

based on current needs assessment, test scores, etc.)		*on current needs assessment, test scores, etc.)*					2: Teacher/Admin Quality
*TBD (Introduction/overview of school focus for 2016-2017 school year)	TBD	**TBD (Introduction/overview of school focus for 2016-2017 school year)*	5/25/16	3:00-4:00	40	All Teachers	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality

School Climate Needs Assessment:

Our student attendance goal was to maintain an annual student attendance rate of 95% or higher, which we have exceeded for the past 3 years. We exceeded that goal in 2013-14 with a 97.4% rate. We will continue to make personal contact with the family of any student that is out more than 8 days. We are also closely monitoring tardies as they accumulate students are held accountable by not being awarded Perfect Attendance Ribbons on Awards Day if they have over 3 tardies in a quarter. Additionally, we encourage students to attend school regularly and arrive on time by keeping track of daily tardy and attendance counts with a school-wide graph. We celebrate our successes as a school, further encouraging students to help us reach our school wide attendance and tardy goals.

Our parent participation by our ESOL parent group continues to increase. We have teachers who are bi-lingual in Kindergarten and 1st grade, and an ESOL Teaching Assistant that is bi-lingual. This is beneficial in helping parents communicate with our school family. Attendance at our ESOL Family Nights continues to be very good and surpasses our goal. Parent-teachers conferences are scheduled to meet the needs of our ESOL parents with translators as needed. We will continue to implement these strategies to meet the needs of our ESOL community.

2013-2014 SDE School Report Card:

Simpsonville Elementary
200 Morton Avenue
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	798 Students	
Principal	Jackie Earle	864-355-8300
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA
2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	**Excellent**	Good
2013	Excellent	Good
2012	Excellent	Good
2011	Good	Average
2010	Good	Good

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 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

2013-2014 SDE School Report Card Survey results:

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	137	93
Percent satisfied with learning environment	97.9%	91.9%	89.2%
Percent satisfied with social and physical environment	100.0%	82.9%	92.6%
Percent satisfied with school-home relations	100.0%	91.2%	72.6%

* Only students at the highest elementary school grade level and their parents were included.

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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	**95.0**	**95.0**	**95.0**
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

66

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	**95.0**	**95.0**	**95.0**
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	**95.0**	**95.0**	**95.0**
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	**95.0**	**95.0**	**95.0**
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** 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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒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: Meet or exceed the national norm of 50th 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 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	69th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	54th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
The instructional coach will: observe in classrooms, `provide resources and materials as needed, and work with teachers individually and in grade levels to implement best practices for Common Core Writing, L.A. and Math	August –June 2013 – 2018	Instructional Coach	n/a	n/a	IC Portfolio Examples
Teachers will integrate writing and reading standards into all areas of the curriculum.	August –June 2013 – 2018	Teachers Instructional Coach	n/a	n/a	Work Samples Lesson Plans
We will provide additional support for students having weaknesses in Language Arts with Leveled Readers and Compass Odyssey	August –June 2013 – 2018	Teachers, I/C, Parents, volunteers	n/a	n/a	Reports from Compass Odyssey
Teachers will attend local workshops and conferences in balanced literacy and the integration of technology.	August –June 2013 – 2018	Principal	Substitutes, Conference/workshop/ travel	Professional Development Budget	Report from participants/work samples/certificates
Teachers will use "Reading Counts" as a support tool for balanced literacy.	August –June 2013 – 2018	Media Specialist Classroom Teachers	n/a	n/a	n/a
Teachers will evaluate pre, post, and F & P Benchmark Assessments in reading and writing to inform instruction.	Quarterly	Grade Level Chair IC	n/a	n/a	Curriculum Update document
Teachers will review MAP, PASS and ITBS data in Language Arts and Math	Fall 2013 - Fall 2018	IC	n/a	n/a	Completed Data Notebook
Teachers will use CCSS ELA standards and district ELA Instructional Guide.	August –June 2013 – 2018	Teachers IC	n/a	n/a	Lesson Plans
Encourage technology integration when teaching reading and writing	August –June 2013 – 2018	Teachers Principal	n/a	Refresh	Lesson Plans
Encourage integration of ELA and Social Studies through novels and	August –June 2013 – 2018	Principal, District ELA Consultant,	n/a	n/a	Lesson Plans

children's literature		Instructional Coach			
Use parent volunteers to work with students who are struggling academically as well as our students who are working above grade level.	August – June 2013 – 2018	Principal, PTA Volunteer Coordinator, Teachers	n/a	n/a	Parent Volunteer Log
Teachers will use current CCSS math standards and district Math Instructional Guide.	August –June 2013 – 2018	Teachers	n/a	n/a	Lesson Plans
The teachers will attend math workshops that model the use of math manipulatives as *Best Teaching Practices* to address and meet the diverse needs of learners.	August –June 2013 – 2018	Instructional Coach Classroom Teachers	Substitutes, Conference/workshop/ travel	Professional Development Budget	Certificates/Reports/ Work Samples
Teachers will report progress according to Greenville County Pacing Guide each quarter	Quarterly	IC	n/a	n/a	Curriculum Update document
Teachers will evaluate pre, post, and benchmark assessments in math to inform instruction	Quarterly	Grade Level Chair IC	n/a	n/a	Curriculum Update document
Teachers will participate in "Everyday Calendar Math Counts" training and implement school wide.	August –June 2013 – 2018	Teachers	n/a	Professional Development Budget	Certificate
Teachers will conference with students and parents about MAP, PASS, ITBS and ELDA scores if appropriate.	Fall 2013 – June 2018	2nd -5th grade Teachers	n/a	n/a	Conference Log
Students will set individual MAP RIT growth goals based on expected growth by the normed group.	Fall 2013 – June 2018	2nd -5th grade Teachers	n/a	n/a	Conference Log
All students who scored Not Met on	Fall 2013 –	IC	n/a	n/a	Conference Log

PASS MATH will be recommended for Larson's Morning Math	June 2018	4th & 5th Grade Teachers			
Students will participate in the Great Math Race at all grade levels with requirements to win based on grade level standards	Fall 2013 – June 2018	IC All SES staff	n/a	n/a	Log of student Race Winners

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: From 2012-13 through 2017-18, 100% of core content teachers will be provided Professional Development Activities annually.
100% of our instructional staff will be trained in the theory and implementation of the balanced literacy model using Fountas and Pinnell
ANNUAL OBJECTIVE: 100% of core content teachers will be provided Professional Development Activities so that our ELA and Mathematics goals for student achievement will be reached 2012-13 to 2017-18. 100 % of our instructional staff will complete cycle two of the balanced literacy model training in 2014-2015.

DATA SOURCE(S):   Portal Professional Development log

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
Projected	X	X	**100%**	**100%**	**100%**	**100%**	**100%**
Actual	100%	100%	100%	100%			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Instructional staff will participate in site visits to observe Fountas & Pinnell implementation	August –June 2013-2014	Instructional staff	Substitutes Pay	District P/D Funds	Log of school visits
Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy	August –June 2013-2014	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy	August –June 2014-2015	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Instructional staff will participate in Cycle 3 training to implement Fountas & Pinnell Balanced Literacy	August –June 2014-2015	Instructional staff	n/a	District P/D Funds	Professional Development portal log
Common Core State Standards and Learning Focused Cycle strategies will be highlighted in school-level workshops	August –June 2013-2018	Principal Instructional Coach	n/a	n/a	Portal sign-in sheets
Technology workshops provided at the school level	August –June 2013-2018	Instructional Coach	n/a	n/a	Portal sign-in sheets
Data Analysis workshops by grade level	August –June 2013-2018	Principal Instructional Coach	n/a	n/a	Portal sign-in sheets

☐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% or higher.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.0	96.7	97.4				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 96.5 % or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.5% of parents who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5	95.5	89.2				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

☐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 88.5 % in 2012 to 91 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.0	89.5	90.0	90.5	91.0
School Actual	88.5	92.5	91.9				
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	82.7	81.6				

☐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 at 97.6% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 97.6% of teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	**97.6**	**97.6**	**97.6**	**97.6**	**97.6**
School Actual	97.6	100.0	97.9				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.8 % in 2012 to 95.5 % by 2018.

ANNUAL OBJECTIVE: In 2013-2014 increase by 0.7 percentage points and maintain annually for parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	95.5	95.5	95.5	95.5
School Actual	94.8	95.5	96.8				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day from 93.5 % in 2012 to 93.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.5	93.5	93.5	93.5	93.5
School Actual	93.5	93.2	84.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 97.6 % in 2012 to 98.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.9 percentage point(s) in 2013-14 and maintain 98.5 percentage points annually for teachers who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
School Projected	X	X	98.5	98.5	98.5	98.5	98.5
School Actual	97.6 (+2.4 Don't Know)	100.0	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Encourage greater parent participation in classroom enrichment programs and P.T.A. activities such as Build-a-Book, ESOL, P.T.A., and Tutoring.	Fall 2013 – June 2018	2nd -5th grade Teachers	n/a	n/a	Conference Log
Schedule teacher-parent conferences					
Involve Hispanic parents in our school activities and provide translators for conferences	Fall – Spring 2013-2018	Teachers, Guidance Counselors	n/a	n/a	Conference Log
Hispanic Family Nights	Fall 2013- June 2018	Administration, Teachers, TESOL staff	n/a	n/a	Attendance Log
School will participate in an "Attendance Blitz".	2013-2018	Teachers Administration Guidance Counselor Attendance Clerk	$0	N/A	• Weekly attendance percentage totals will be calculated. • Student made posters will be displayed around school to encourage students • Attendance conferences will be held with administration and documentation will be kept in office.
Teachers and staff will utilize School Wide Behavior/Discipline Program. • Steps, buddy teacher, parent contact, etc.	2013-2018	Teachers Administrators	N/A	N/A	• Teachers will follow the steps outlined in the Handbook • Referrals will document steps taken prior to referral to ensure program is being used.

Teaches will conduct required Parent-Teacher Conferences and positive phone contacts.	2013-2018	Teachers	N/A	N/A		• Teachers will maintain Conference Logs as documentation in the PAS-T notebook and copies will be provided for administration each nine weeks.
The counselor will conduct guidance lessons on positive behaviors and bully prevention. Bully Program for 3rd & 4th Cyber-Safety Program 4th & 5th SafeKids Night, Watch Dogs (Dads of Great Students) begin 2013-14	2013-2018	Guidance Counselor	N/A	N/A		• A schedule will be maintained by counselor and administration for classroom lessons. • Lesson plans by guidance counselor will reflect character education units and topics for positive behaviors in school.
Administration will hold attendance conferences with students and parents for excessive tardies and absences.	2013-2018	Teachers Administrators Guidance Counselor Parents Attendance Clerk District Attendance Officer	N/A	N/A		• Attendance reports will be pulled by clerk on a regular basis. • Letters will be sent to parents regarding excessive absence/ tardy issues and copies will be maintained by administration. • A conference intervention form will be maintained by administration after each attendance conference.
Teachers and staff will highlight positive behaviors.	2013-2018	Teachers Administrators Morning News Crew Afternoon Announcements	N/A	N/A		• Teacher and staff will recognize students as they see good behaviors. • Decreased number of referrals will indicate positive reinforcement is working
The school will reward all students with perfect attendance each nine weeks and hold quarterly awards ceremonies for 2nd through	Each nine Weeks	Teachers Administration	$3,000	PTA		• List of students with perfect attendance each nine weeks

5th grades.

Teachers and staff will utilize the Assistance Team to provide behavior strategies for struggling students.	October – February 2013-2018	Teachers Administration A-Team	N/A	N/A	• An A-Team log and meeting minutes will be kept for documentation. • Professional development of A-Team processes and strategies will be conducted for teachers. Attendance will document participation.
The school will continue partnerships with Community Groups to recognize positive behaviors. • Terrific Kids – Kiwanis • Certificates for recognition	2013-2018	Teachers Administration Kiwanis Club Business Managers	N/A	Donations	• A schedule will be sent for TK recognitions.
Partner with the Simpsonville Police Department to provide an office for our community patrol officer at our school.	2013-2018	Administration Simpsonville Police Dept.	N/A	N/A	• Officer sign-in

Website Link to 2014 School Report Card:
http://ed.sc.gov/data/report-cards/2014/elem/c/e2301081.pdf

Website Link to 2013-2014 ESEA (Federal Accountability Rating):
https://ed.sc.gov/data/esea/