U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal <u>Mrs. Marsha B. Clark</u>
              (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>T.E. Mabry Middle School</u>
                  (As it should appear in the official records)

School Mailing Address <u>35 Oakland Avenue</u>
                    (If address is P.O. Box, also include street address.)

City <u>Inman</u>   State <u>SC</u>   Zip Code+4 (9 digits total) <u>29349-1500</u>

County <u>Spartanburg</u>   State School Code Number* <u>15SC359PU</u>

Telephone <u>864-472-8402</u>   Fax <u>864-472-7438</u>

Web site/URL <u>http://www.spart1.org/mms</u>   E-mail <u>marsha.clark@spart1.org</u>

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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

                                    Date_____
(Principal's Signature)

Name of Superintendent* <u>Dr. Ronald Garner</u>   E-mail: <u>ron.garner@spart1.org</u>
              (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Spartanburg School District One</u>   Tel. <u>864-472-2846</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                    Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Harry McMillan</u>
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

                                    Date_____
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   6 Elementary schools (includes K-8)
    (per district designation):   2 Middle/Junior high schools
                                         2 High schools
                                         0 K-12 schools

                                         10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [X] Small city or town in a rural area
    [ ] Rural

3. 5 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	91	99	190
8	99	115	214
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	190	214	404

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 4 % Asian
        12 % Black or African American
        6 % Hispanic or Latino
        0 % Native Hawaiian or Other Pacific Islander
        76 % White
        2 % Two or more races
    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1	404
(5) Total transferred students in row (3) divided by total students in row (4)	0.082
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 12 %
       49 Total number ELL
    Number of non-English languages represented: 8
    Specify non-English languages: Bulgarian, Cambodian, Khmer, Romanian, Russian, Spanish, Thai, Ukranian

8. Students eligible for free/reduced-priced meals: 51 %

    Total number students who qualify: 205

Information for Public Schools Only - Data Provided by the State

The state has reported that 70 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

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

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

   1 Autism   2 Orthopedic Impairment
   0 Deafness   7 Other Health Impaired
   0 Deaf-Blindness   24 Specific Learning Disability
   4 Emotional Disturbance   3 Speech or Language Impairment
   1 Hearing Impairment   0 Traumatic Brain Injury
   0 Mental Retardation   1 Visual Impairment Including Blindness
   4 Multiple Disabilities   0 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

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

15. Please summarize your school mission in 25 words or less: The mission of T.E. Mabry Middle School is to do the right thing for every child, each and every day.

PART III – SUMMARY

Small-town friendly Inman, SC, located in the foothills of the stunning Blue Ridge Mountains, is home to the beautifully renovated campus we call T.E. Mabry Middle School. We serve 404 seventh and eighth grade students. Ours is a close-knit community where many generations have chosen to remain to raise their families and send their children to our schools. We take great pride in the fact that many of these previous generations have attended T.E. Mabry School and continue to play an active role in the education of their children and their children's children. In addition to our legacy families, this part of the state has a growing Eastern European community, meaning an emerging part of our school demographics include both Russian and Ukrainian students. Another growing demographic is our Hispanic population. With the influx of cultures and languages, we strive to meet the needs of these students, not only by addressing language barriers, but also by embracing and celebrating their heritage.

Named after Thomas Earl Mabry, a former Spartanburg School District One Superintendent, T.E. Mabry Middle School has a rich history of student-centered learning, dating back to August of 1965. The original structure still stands, but over the years, as the district grew and facilities were added, T.E. Mabry Middle School relocated into what previously served as Chapman High School in August of 2007. As Chapman High School, the current home of T.E. Mabry Middle benefited from several improvements in 1991 and 1996. These additions and renovations included a new media center and a new gymnasium.

Because each student's future is our major concern, we act as their supportive "school family," willing to do whatever it takes to make the transition years of middle school both rewarding and pleasant. Additionally, our goal is to enable and encourage every student to succeed to the best of his/her ability. Like Spartanburg School District One as a whole, Mabry is committed to student-centered education. We embody our district's vision for our students "To Become the Best That They Can Be in Academics, Athletics and the Arts." This year our school's theme of "Attitude is Everything" reflects that philosophy.

Our learning community works to participate in statewide initiatives, create unique programming, and provide challenging instructional opportunities. Initiatives include "Making Middle Grades Work," the OLWEUS Anti-Bullying program, Response to Intervention Initiative (RTI), and our school wide literacy initiative.

Our hard work and dedication have been recognized at both state and national levels. Awards received include: 2009-2010 International Reading Association South Carolina's Honor School, selected as the International Reading Association South Carolina's Exemplary Reading School in 2010-2011, 2010-2013 South Carolina Red Carpet Award, initial designation as a state and national School To Watch in 2011 and re-designation in 2014, and have received Palmetto Gold and Silver awards for student achievement on a yearly basis. In addition, our students, teachers, administrators and staff have and continue to win academic, performing, fine arts, and personal achievement awards.

We provide interdisciplinary, technology-assisted, data-driven instruction that engages our students by challenging each to think deeply and respond critically to all subject matter. We constantly evaluate and reflect on our practice to guarantee continuous improvement, especially as we strive to eliminate our achievement gap. Our faculty and administrators create a building atmosphere that is conducive to positive learning experiences, stressing academic excellence. We also use creative ways to engage students both during and after the school day. Strategies include: school enrichment clubs, such as the Math Forensics Club, aimed at giving students real world applications of everyday content. All teachers provide an extra hour of direct instruction before or after school for students to receive remediation and enrichment. Daily flex grouping allows teacher teams to fill in knowledge gaps. Special Education teachers co-teach with core content teachers, using an inclusion model that provides critical support for special education students, but also benefits all students in the classroom. Our schedule is designed for in depth collaboration. Teachers meet daily by departments, as well as teams, to provide a highly customized curriculum for students.

Our award winning Athletic Department, Performing Arts Programs, and other extra-curricular clubs provide students with ample opportunities to shine in non-academic ways and socialize with their peers.

Our students can participate in football, soccer, track, baseball, cross country, basketball, tennis, volleyball, cheerleading, golf, and wrestling. Extra-curricular clubs include: Battle of the Brains, Beta Club, Muse Machine, and Fellowship of Christian Athletes.

Knowing that student achievement is directly linked to parental involvement, we plan numerous community outreach programs. These lively events invest parents in their students' learning experience. Among these are Family Literacy Night, Career and College Readiness Night, Open House, Parent Workshops, and Multi-Cultural Story Time.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Our school implements a thoughtfully designed curriculum, which is rooted in best practices, Career and College Readiness Standards (CCRS), innovative technology use, and balanced literacy. Instructional strategies include individualization, peer collaboration, direct teacher instruction, and specialized co-teaching. Collaboration across content areas embeds a seamless approach to reading and writing instruction. By design, students receive reading, writing, and literacy instructions, implemented to ensure College and Career Readiness.

Student inquiry-led instruction, real world applications, and hands-on participation in the scientific process through labs, form the science curriculum at our school. The science department uses common instructional strategies to promote rigor and acquisition of key science concepts. Additionally, the science department uses innovative strategies to integrate content, such as inviting speakers from local science and technology driven business partners. These visits, in addition to the foundational learning acquired from CCRS driven instruction, allow students to make real world connections between their learning and possible future STEM careers.

Our mathematics department excels at providing students with a solid understanding of basic mathematical skills, moving students forward in their understanding by scaffolding instruction, and using creative ways to teach students to think like a mathematician. Specifically, our math teachers collaborate across grade levels to design units and weekly/daily lesson plans that are data inspired. They use a variety of strategies and teaching methods to guide students through the acquisition of mathematical concepts and skills. These strategies include: data based flexible grouping, common assessments, journaling, student written word problems, and innovative use of technology. Students are consistently tasked with making real world mathematical connections with a variety of writing and research assignments, use of manipulatives, and completion of activities designed to scaffold one skill to the next.

Rooted deep in the CCRS, our social studies curriculum allows students optimal opportunities to explore a wealth of topics. Teachers implement a curriculum that covers a spectrum of subjects including: world history, global issues, government and its role in past and present societies, as well as a close examination of South Carolina's history. The social studies department utilizes a host of creative methods including: using videos and movie clips to intrigue and engage students, collaborating with the media specialist to create games based on challenging concepts, and historical fiction book studies in collaboration with English language arts (ELA). Students chronicle their understanding of the information daily through double entry journals, Study Island computer-based assessments, annotation of informational texts, and research-driven assignments.

With the CCRS emphasis on reading and writing, our ELA curriculum is a critical piece of our overall learning community's success. Our ELA teachers equip students with building blocks for success in reading and writing, as well as all core content areas. The ELA teachers use innovative, varied, tried and true best practices to push students to delve deep into texts, master concepts, and become information creators. Today's society provides open access to information and the ELA teachers understand reading and writing are no longer activities relegated to paper and pencil. They incorporate all types of text for student analysis and reflection. Examples include: readers' theatre, paired texts, infographics, informational, and leveled texts. In addition to the units and daily lessons, students read in cross curriculum book clubs that connect literature with topics addressed in other contents. Students read and write constantly in ELA class, whether it is annotating an informational text, writing a tweet style response to a book, composing expository or argumentative essays, or in reflection journals. Students are engaged in literacy acquisition from bell to bell. ELA teachers collaborate with the media specialist to integrate inquiry based learning, technology, and innovative methods of student synthesis, often times reinforcing science, social studies, and math concepts as part of the inquiry process.

2. Other Curriculum Areas:

Our academic arts program encompasses fine arts, performing arts, character education, foreign language, technology, and physical education. Based on research supporting the correlation between the arts and achievement, it is essential that students participate in a variety of academic arts. The placement process is carefully designed to meet each student's needs and interests. For both seventh and eighth grade, there are four opportunities per year, two per semester, for students to take an academic arts class.

Our Spanish Language and Culture course teaches conversation basics and Hispanic culture through conversation pairs, direct teacher instruction, and research based projects, in which technology is frequently featured.

Our drama program is suited to kinesthetic learners, as students learn dramatic principles through movement based activities. Drama features readers' theatre, script writing, and theatre vocabulary. Drama students are involved in a culminating live performance, in which they are responsible for writing, acting and creating sets.

Keyboarding provides students with a range of technology skills. Skills taught include, but are not limited to, basic typing skills, use of productivity software, and web 2.0 tools. Students also participate in Google's Computer Science First club, in which they learn basic computer coding, using a free program created by Massachusetts Institute of Technology called Scratch.

Our character education program, or Quest, provides students with a forum to articulate personal struggles, learn skills, such as public speaking, and explore issues facing teens today. Quest highlights community programs, such as the Humane Society, through guest speakers and field trips.

The physical education (PE) curriculum provides the opportunity for enjoyment, challenge, and social interaction through individual and team activities. PE students learn the basics of popular sports that they may decide to pursue both at the middle and high school levels. There is a focus on the importance of daily exercise and a regular routine, emphasized through daily lessons and weekly journal entries on topics like exercise and nutrition.

The art program uses the abundance of art history and artistic techniques to teach art in context and art creation. Technology is featured frequently to watch video biographies of artists, study art techniques, and in student creation of artwork. This program also works continuously to integrate instruction with core content. For example, students rely on math concepts to create graphs to practice proportions and one-point perspective, while studying the work of artist Piet Mondrian.

We have an award winning performing arts program. These programs offer curriculum that is rooted in theory and practice. The strings program allows for specialized learning of stringed instruments. Students receive direct and group instruction to prepare for performances and competitions. Chorus classes are rigorous preparation for performances, festivals, clinics, and competitions. Cross curriculum integration occurs daily in a variety of ways. For example, concepts such as pitch and rhythm are taught in the context of math. Our band program is expansive and individualized. Students learn an instrument of their choice, which the instructor continuously monitors with direct instruction and weekly assessments. Student-led technology use includes using apps and programs to do everything from self paced practice to tuning their instruments.

The Library Media Program (LMP), while not a scheduled class, is the hub of our school. All students come through the media center on a regular basis for inquiry based research, digital and traditional literacy, and reference lessons. The media specialist (MS) leverages the school's technology to provide all students with the opportunity to use iPads, Macbooks, iMacs, Windows based PCs, and the myriad of apps, software, and web tools. Students carry this learning to other classes, meaning teachers can seamlessly integrate technology into instruction without having to teach both content and technology. The MS works closely with all teachers to design curriculum, create programming, and develop a timely, standards based collection. The warm, welcoming space is often teeming with students as they visit in classes for group

research and instruction, participate in early bird hours, attend reading celebrations, come in for individual readers advisory, or student paced research. A critical part of the LMP is the carefully curated collection that includes, but is not limited to, texts sets for teachers, an updated Non-Fiction section with emphasis on STEM resources, and the latest must have fiction.

3.   Instructional Methods and Interventions:

Our teachers understand the path from instruction to student mastery is not linear. Administrators and faculty keep up with current trends in instructional methods and continuously discuss and add emerging strategies to their toolbox. Daily teaching and learning is strategically designed to incorporate a variety of instructional methods to target specific groups of learners, to provide common understanding of concepts, and to guide students to dig deeper into the content.

Reading and writing are keys to success in all content areas; therefore, teachers use common instructional methods, such as admit and exit slips. Students begin each class by reflecting on the previous day's learning and end by summarizing the knowledge they gained. Teachers use these to check for weak spots and understanding to guide instruction. All classes, both core and academic arts, require students to write reflection journals, giving students the opportunity to reflect, write questions, and make connections. Students are tasked with annotating content specific texts. Technology often plays a key role. For example, students can take a picture of any textbook or article and annotate it with an iPad app called Skitch. Annotating a text is a deliberate process that requires students to identify vocabulary, ask questions, and make connections.

In addition to common instructional methods, teachers craft data-inspired instruction that employs a diverse collection of learning tools. An example being, Cornell notes, a system of note-taking that requires the student to graphically organize their notes to include key points, general notes, and a summary. Ongoing, thoughtful, flexible grouping is a key component to our teachers' differentiation. Students are grouped in ways that change, depending on need. This could mean ability groups, interest groups, learning style groups, or peer led groups. Student-led instruction and student created assessments are also used as a way to invest students in the process.

Finally, as part of our mission to teach "every student, every day," we attempt to "flatten" the walls of our building by offering numerous options for student remediation and enrichment. All teachers offer an extra hour after school to students who need one on one remediation, who need to make up work, or are working through particularly challenging content. This time is also used for enrichment and additional challenges to those students who move at a faster pace. There are early morning programs, lunch bunch work time, and targeted remediation programs available to students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

The Palmetto Assessment of State Standards (PASS) is a statewide assessment administered to students in grades three through eight. The PASS measures student performance on the standards for each subject and grade level. PASS test results are reported in terms of performance levels which are: Exemplary, Met, and Not Met. Data reflects continuing gains and movement towards closing achievement gaps. As compared to schools with similar demographics, our students perform with and show academic achievement and progress. Our math scores have trended upward since 2010. Specifically, seventh grade has experienced a 10% increase from 74% to 84% and eighth grade experienced an 9% increase from 84% to 93%.

Despite the achievement gaps, over the past five years, the data reflects that our students have made gains. Reading is one such area where students have shown growth. Specifically, reading scores have had the highest percentage increase from 2010-2014. Factors contributing to this rise in performance include school-wide reading and research projects, reading in all content areas, and an increase in professional reflection through faculty book studies emphasizing reading instruction.

Our school population contains substantial, overlapping subgroups each with their own unique challenges. For example, the Special Education (SPED) subgroup has experienced an achievement gap of ten or more percentage points. Over the past five years, an innovative SPED program has been developed in response to fluctuating gaps in our SPED students' performance. Fluctuations over time reflect an ever changing population that requires SPED teachers to systematically monitor and adjust. Our SPED teachers co-teach with regular education teachers using integrated units and strategies which benefits not only SPED students but students, from all subgroups.

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

Mabry's curriculum, instruction, assessment and appropriate academic interventions are aligned to standards. Our curriculum is data-driven in that we have amassed a large amount of relevant data from various sources to determine the needs of our students. With the help of annual state standardized testing, bi-annual Measures of Academic Progress (MAP) scores and teacher documentation of strategies and interventions, an electronic data wall is maintained with rich, detailed student profiles. Data is entered and updated continuously by all teachers into shared, electronic documents that allow for collaboration and analysis beyond planning periods and even the school day. The electronic data wall is the backbone of our extensive Response to Intervention (RtI) system.

RtI is a multi-tiered approach to supporting students with educational or behavioral needs. The RtI diagnostics used at Mabry include, but are not limited to: running records to assess reading level and fluency, writing samples and reading logs, observations, strengths and weaknesses, and strategic plans of action. Teachers meet regularly with the reading coach to unpack data to determine how it fits into the scope of each student's learning needs. Specialized instruction is created based on this analysis and carried out by content teachers and SPED teachers who practice integrated co-teaching.
Teachers and administrators provide opportunities to involve parents in understanding their students' academic progress. Frequent parent-teacher phone conferences, progress reports, parent portal access to student grades, and academic teacher teams meeting with parents are ways results are shared and explained as part of the student's overall progress. Parents are encouraged to email teachers or administrators with questions or concerns about their child's school experience and all correspondence is answered within twenty-four hours.

Part VI School Support

1. School Climate/Culture

Student achievement is most often measured by test scores and academics. However, we feel that true achievement includes helping students become well-rounded, healthy, and confident individuals. This means in addition to our numerous academic objectives, we strive to create an environment that engages and motivates students to achieve personal success. Many of our programs target students' social and emotional well being. For example, school activities such as Relay for Life, a school sponsored 5k Color Run, novel reading celebrations, and team reward time for students to socialize and be active.

Our guidance counselor has an open door policy for students who need emotional support. The guidance curriculum is aimed toward issues facing teens like, drug awareness, digital citizenship, and bullying. Students with emotional needs work with the guidance counselor in small groups to support each other through difficulties. Additionally, our guidance counselor designs transitional programs for sixth grade students preparing to attend, and eighth grade students preparing to graduate to the high school setting.

Teachers are the boots on the ground in terms of student achievement and as such, there are many ways they are supported throughout the year. The schedule allows for ample teacher planning and unit design. Teachers first meet with their content departments in the morning and then again with their teaching teams in the afternoon. This allows teachers time to collaborate both on content and student performance analysis. Team planning also encourages cross-curricular units.

It is also important to meet the emotional and social needs of the faculty and this is achieved in unique ways. Teachers participate in meeting reading goals along with their students and are rewarded with incentives and reading celebrations. The media specialist works to create a library collection that meets teachers academic needs, but that also offers titles for personal reading, such as Cooking Light and Time Magazine. The principal meets with teachers individually during the summer to celebrate successes and offer support for the upcoming school year. New teachers are assigned a mentor teacher to ease the transition into our school community. Teacher successes, such as receiving grants, awards, or recognitions are shared both with the faculty and the community.

2. Engaging Families and Community

We believe we are not only a school, but a learning community where teaching and learning takes place in all areas of student life. While student achievement is our main priority, we consider all stakeholders to be our clientele. It is critical to include parents and family members, as research has proven there is a direct link between the home to school connection and academic success.

We have a thorough plan for two-way communication. The faculty, staff, and administration have created a communication plan that includes frequent teacher-parent phone conferences, a messenger system, that in addition to serving as an emergency notification system, sends parents important updates and deadlines, an award-winning web presence that informs of news, events, and showcases student achievement.

Our guidance counselor offers year round programs for parents designed to fit any schedule. Programs include early morning family breakfasts, parent workshops during lunch, and evening programs for those who cannot attend during the school day. Topics include: Internet Safety: A Parent's Perspective, Mental Fitness: Helping Your Child Cope With Stress, Yearly Veterans Day programs that include local Veterans, Understanding Your Child's Standardized Test Scores, and Career and College Readiness. The guidance counselor also meets with all eighth grade students and their parents to complete an Individualized Graduation Plan.

Community and local businesses play a key role in our learning community. Administrators and the guidance counselor attend Rotary meetings regularly to keep the community informed on school news and events. We coordinate routinely with local churches to contribute to food and clothing drives, and there are

several local businesses where we maintain solid partnerships. Milliken, a global manufacturing company, participates yearly in our Holiday Drive. The Humane Society works with our students on service learning projects. A local Bojangles regularly partners with the school, as they did recently by hosting a benefit for a severely injured teacher. The area is home to the US BMW plant and our learning community benefits by learning about real world applications of math and science.

Finally, stakeholders have a voice in our school's progress through our School Improvement Council which is made up of teachers, administrators, students, parents, and local business leaders.

It is through this layered approach that we achieve a positive and welcoming school environment where "Attitude is Everything" and our entire learning community is supported and valued.

3. Professional Development

Our school and district devote resources to content-rich professional development (PD) in order to support professional growth for teachers, while sustaining our school vision and increasing student achievement.

Staff development plans are generated on both the district and school levels addressing the needs of the district as a whole, or as an individual school's needs. Our administration and reading coach work with the faculty to identify needs, school challenges, current educational trends, and important statewide initiatives. This information is compiled into a yearly professional development (PD) plan. The planning process is meaningful and inclusive, as PD sessions are scheduled to include peer led development, district office led development, conferences, technology integration training, and school-wide book studies.
As mentioned, part of our yearly PD plan is a professional book study. Titles are chosen based on emerging educational practices and have included: Pathways to the Common Core, Energize Research, Reading and Writing, and Notice and Note. As a faculty we read, discuss, analyze and make connections between these texts and our teaching practice. Teachers are given the opportunity to attend conferences such as the Furman Consortium, Literacy Design Collaborative, the Middle School Conference, and the Transform SC Conference. Teachers who attend are able to bring back valuable ideas and information they share with the faculty.

Weekly department meetings are designed to analyze student data as part of our Response to Intervention Initiative using our electronic data wall. Teachers are able to see student strengths and weaknesses, learning patterns, and interventions successfully used by others. Intense PD is conducted with topics including, but not limited to: Using technology to teach tier two and three vocabulary, using mentor texts, engaging students with technology, using historical fiction to teach across content areas, and analyzing student tasks for Depth of Knowledge.

Bi-monthly after school sessions are led by a variety of district and faculty members, who share examples of best practices, innovative use of technology, and spotlights on successful projects or units. District level coordinators have also lead discussions on RtI, Special Services, transition planning, and statewide initiatives.

Teachers meet with administrators to continuously monitor needs and concerns. Administrators adjust or add additional training and opportunities based on need and current teacher feedback. Our professional development is an organic, ongoing process rooted in meeting teachers' needs in order to foster student achievement.

4. School Leadership

Research shows that the principal sets the tone, expectations, direction and vision for a school. In order to promote positive relationships, it is imperative that the school leader communicate and involve all members of the learning community. Planning, reflection, and conferencing between teachers and administrators is ongoing. However, all stakeholders come together during the summer months to engage in deep analysis of student data, such as standardized test scores, MAP data, and anecdotal soft data. This process is

individualized with the principal meeting with each teacher to look at the scope of the data on each student. This allows teachers to set meaningful, year long goals for students and their own professional growth. Both teachers and administrators work together to ensure that on day one, each and every student is in a setting uniquely designed to ensure they achieve their learning goals.

Using our electronic data wall, student progress and teacher goals are closely monitored throughout the school year. The principal's open door policy allows everyone an opportunity to have input so shared leadership can occur. Weekly memos, leadership team, GAP (Guidance and Administrative Planning), and committees allow for open communication and strong relationships to be built and grow among all faculty members. Committees, based on the strengths of each individual in order to be most productive, include department chairs, team leaders, and RtI (Response to Intervention) teams. Resources are available that focus on student achievement, such as a well-stocked Book Nook and Media Center. The principal also leads the school by emphasizing the use of technology, such as iPads, MacBooks, Chromebooks, wireless internet, Study Island, and Brain Pop. Other programs that focus on student achievement include quarterly Reading Celebrations, Summer Reading Programs, After School RtI tutoring, and our weekly Academic Assistance Program.

The principal, reading coach, and leadership team provides the faculty with resources to implement the College and Career Readiness Standards. Along with sharing high expectations with the faculty, the administration and reading coach offers a reflection question after each observation and keeps the faculty updated on current educational issues and advances in best practices.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Palmetto Assessment of State Standards
All Students Tested/Grade: 7	**Edition/Publication Year:** 2014
Publisher: South Carolina Department of Education Office of Research and Data Analysis	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	84	81	83	77	74
Exemplary	45	43	35	35	23
Number of students tested	206	211	217	224	210
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Met and above	79	72	79	69	57
Exemplary	41	31	32	29	13
Number of students tested	98	108	113	115	87
2. Students receiving Special Education					
Met and above	50	14	29	44	20
Exemplary	9	0	0	4	0
Number of students tested	22	14	17	27	20
3. English Language Learner Students					
Met and above	80	76	92	55	57
Exemplary	25	38	46	14	29
Number of students tested	20	21	13	22	7
4. Hispanic or Latino Students					
Met and above	83	71	75	62	75
Exemplary	33	29	25	15	25
Number of students tested	12	7	8	12	3
5. African- American Students					
Met and above	72	68	75	43	52
Exemplary	6	14	29	5	5
Number of students tested	18	22	24	21	21
6. Asian Students					
Met and above	89	86	90	86	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary	56	43	70	43	0
Number of students tested	9	7	10	7	3
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	84	81	84	78	76
Exemplary	49	46	36	36	26
Number of students tested	174	177	176	192	185
10. Two or More Races identified Students					
Met and above	80	60	67	67	0
Exemplary	20	40	17	67	0
Number of students tested	6	5	6	3	2
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: The edition/publication year of the South Carolina PASS Test changes annually. The years that our data is based on include the 2010, 2011, 2012, 2013, and 2014 editions.

Subject: Math	Test: Palmetto Assessment of State Standards
All Students Tested/Grade: 8	Edition/Publication Year: 2014
Publisher: South Carolina State Department of Education Office of Research and Data Analysis	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	93	89	84	89	84
Exemplary	55	37	41	40	33
Number of students tested	214	215	225	201	229
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Met and above	91	85	79	84	80
Exemplary	43	29	35	25	22
Number of students tested	109	109	122	89	104
2. Students receiving Special Education					
Met and above	55	41	42	40	55
Exemplary	9	0	4	5	5
Number of students tested	11	17	26	20	22
3. English Language Learner Students					
Met and above	67	53	74	78	89
Exemplary	38	33	17	22	33
Number of students tested	21	15	23	9	9
4. Hispanic or Latino Students					
Met and above	88	80	86	100	100
Exemplary	38	20	21	33	33
Number of students tested	8	10	14	6	2
5. African- American Students					
Met and above	96	92	61	84	94
Exemplary	35	28	9	16	26
Number of students tested	26	25	23	19	35
6. Asian Students					
Met and above	100	90	100	100	67
Exemplary	57	70	43	100	50
Number of students tested	7	10	7	2	6
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	92	89	86	90	80
Exemplary	58	36	44	42	33
Number of students tested	175	174	191	179	179
10. Two or More Races identified Students					
Met and above	100	67	50	0	91
Exemplary	50	17	25	0	18
Number of students tested	6	6	4	1	11
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: The edition/publication year of the South Carolina PASS Test changes annually. The years that our data is based on include the 2010, 2011, 2012, 2013, and 2014 editions.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Palmetto Assessment of State Standards
All Students Tested/Grade: 7	Edition/Publication Year: 2014
Publisher: South Carolina Department of Education Office of Research and Data Analysis	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	83	91	81	77	75
Exemplary	49	54	47	49	37
Number of students tested	206	211	217	224	210
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Met and above	76	83	73	71	62
Exemplary	41	38	41	40	24
Number of students tested	98	108	113	115	87
2. Students receiving Special Education					
Met and above	55	57	18	30	35
Exemplary	14	7	0	4	0
Number of students tested	22	14	17	27	20
3. English Language Learner Students					
Met and above	80	76	92	55	57
Exemplary	25	38	46	14	29
Number of students tested	20	21	13	22	7
4. Hispanic or Latino Students					
Met and above	83	57	75	69	100
Exemplary	17	29	50	15	0
Number of students tested	12	7	8	12	3
5. African- American Students					
Met and above	67	77	75	62	52
Exemplary	28	14	38	24	14
Number of students tested	18	22	24	21	21
6. Asian Students					
Met and above	78	100	90	86	100
Exemplary	33	29	60	57	67
Number of students tested	9	7	10	7	3
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	85	90	78	78	78
Exemplary	53	58	47	51	39
Number of students tested	174	177	176	192	185
10. Two or More Races identified Students					
Met and above	80	100	100	67	0
Exemplary	20	40	50	67	0
Number of students tested	6	5	6	3	2
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: The edition/publication year of the South Carolina PASS Test changes annually. The years that our data is based on include the 2010, 2011, 2012, 2013, and 2014 editions.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Palmetto Assessment of State Standards
All Students Tested/Grade: 8	Edition/Publication Year: 2014
Publisher: South Carolina Department of Education Office of Research and Data Analysis	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	88	85	81	84	76
Exemplary	62	56	50	46	43
Number of students tested	214	215	225	201	229
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Met and above	84	72	75	80	68
Exemplary	49	50	39	37	34
Number of students tested	109	109	122	89	104
2. Students receiving Special Education					
Met and above	45	29	46	25	27
Exemplary	9	6	12	0	5
Number of students tested	11	17	26	20	22
3. English Language Learner Students					
Met and above	67	53	74	78	89
Exemplary	38	33	17	22	33
Number of students tested	21	15	23	9	9
4. Hispanic or Latino Students					
Met and above	75	80	86	83	100
Exemplary	25	50	29	33	67
Number of students tested	8	10	14	6	2
5. African- American Students					
Met and above	85	80	57	68	69
Exemplary	42	48	17	21	37
Number of students tested	26	25	23	19	35
6. Asian Students					
Met and above	86	70	86	100	100
Exemplary	43	70	43	100	17
Number of students tested	7	10	7	2	6
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	89	84	85	86	76
Exemplary	66	56	55	49	44
Number of students tested	175	174	191	179	179
10. Two or More Races identified Students					
Met and above	83	67	50	0	73
Exemplary	50	33	25	0	36
Number of students tested	6	6	4	1	11
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: The edition/publication year of the South Carolina PASS Test changes annually. The years that our data is based on include the 2010, 2011, 2012, 2013, and 2014 editions.