

Charleston County School District

Achieving Performance EXcellence



A MESSAGE FROM THE SUPERINTENDENT: Charleston Plan for Excellence



Dear Friends and Colleagues:

As I reflect on my first six months as your Superintendent, I'd like to take this opportunity to share my thoughts and plans for Charleston County School District.

Since my arrival last fall, I have devoted a great deal of time and energy to learning and understanding our local school system. I have listened and talked, collected and analyzed data, and begun the important process of planning for our future.

And now, I'd like to share this plan with you and invite your feedback and support.

This plan comes from the thoughts, ideas, concerns, and commitments of hundreds of people with whom I have met and talked since October. It comes from the wisdom of people I trust from across the nation who have provided me ideas based on their successful experiences. This plan is the result of many long hours and days of hard work.

Called "**The Charleston Plan for Excellence**," this draft plan describes the vision and the work of the District for the next six years. It focuses on the implementation of turnaround models for struggling schools and the development of instructional and system coherence for the entire school district.

"**The Charleston Plan for Excellence**" is for every school, every student, every teacher, every staff person, and every community member who cares about the future in Charleston County.

"**The Charleston Plan for Excellence**" is all about our students. It is about all children reaching for success and achieving their potential. It is about a good education, a healthy community, and a quality economy. It is about **Achieving Performance EXcellence (APEX)**.

Won't you join me in this effort to put the children in Charleston County first? Let's work together to make Charleston County School District the very best public school system in the state and the nation.

Again, thank you for the continued warm welcome to your community and for the wealth of ideas, information, and inspiration. And most of all, thank you for your support - past, present, and future.

Working Together to Achieve Performance Excellence,

Maria L. Goodloe, Ph.D.
Superintendent of Schools

Achieving Performance EXcellence

Charleston Plan for Excellence

Vision: The Destination

Where do we want to go?

Strategy: The Way

How do we get there?

Goal: The Measure

How will we know we are making progress?



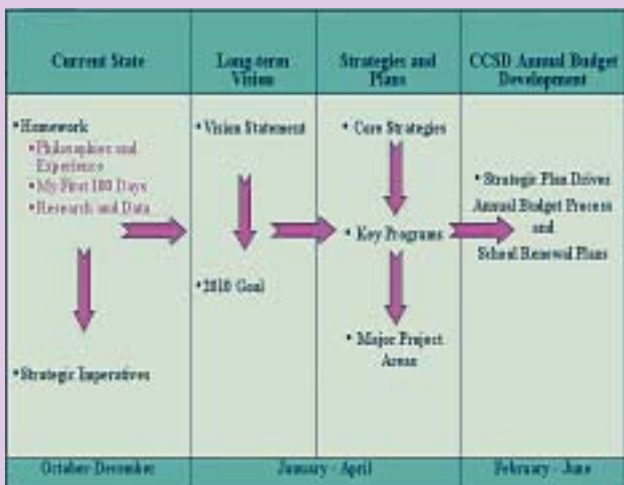
Reach for APEX...

Achieving Performance EXcellence

Core Strategies

1. Curriculum and Instruction Improvement
2. Best Financial and Business Practices
3. Accountability and Evaluation
4. Integrated Public Engagement
5. Safe and Orderly Schools
6. High Performance Organization

Six-Year Charleston Plan for Excellence



SUMMARY:

Charleston Plan For Excellence

2004-2010

“*The Charleston Plan for Excellence*” was presented and unanimously endorsed by the Charleston County School Board on February 9, 2004. This Plan will be the road map for Charleston County School District as it moves into the future to become a School District where “excellence” becomes a word associated with every school.

The Plan was developed by Dr. Maria L. Goodloe as a response to the charge given her when she accepted the position as Superintendent of Schools for Charleston County on October 1, 2003.

“*The Charleston Plan For Excellence*” was developed after countless interviews with staff, parents, community members and groups whose consistent message to Dr. Goodloe was “move from pockets of excellence to a district of excellence.” The plan is based on research, experience and data that provide the foundation for success.

The overall goal of the plan is clearly stated...

“CCSD will be the highest-performing S.C. District as measured by the performance of individual schools and sub-groups of students on PACT, HSAP, SAT and ACT.”

The benchmarks for success are stated in equally clear and measurable terms:

- 1) By the end of 2004-2005, NO school will have an Absolute achievement rating of Unsatisfactory, and
- 2) By the end of 2007-2008, ALL schools will have Absolute achievement ratings of Good or Excellent.

Six Core Strategies have been identified, which will guide the district to the successful implementation of the goals of “*The Charleston Plan For Excellence*”:

- 1) Continuously improve the *curriculum and instructional* plans throughout the system
- 2) Establish effective *financial and business* practices
- 3) Increase *accountability and evaluation* of business and education programs
- 4) Establish an integrated *public engagement* plan that creates alliances and partnerships
- 5) Implement best practices for *safe and orderly schools*
- 6) *Organize* to successfully support a high-performance system

Work has begun in each of the six core strategy areas with assistance from the Broad Foundation as well as other resources that are collaborating in the implementation of the Plan. During the engagement phase of the plan (currently underway), input will be sought as the “hows” of the Plan are developed.

The entire community is encouraged to become actively involved in YOUR PLAN for OUR CHILDREN.

HERE'S HOW:

- To view the complete PowerPoint presentation of “*The Charleston Plan For Excellence*,” please visit the District website at: www.ccsdschools.com
- Or, to request a copy, please call the CCSD PR Office at (843) 937-6302.
- To book a CCSD representative to address your professional or civic group about the Plan, please contact the PR Office at (843) 937-6302.
- We welcome your ideas, input, comments, and suggestions about the Plan. Please direct these to our website at: www.ccsdschools.com

Pulling It All Together

Charleston Plan for Excellence

VISION 2010

Strategic Imperatives

- Focus on students first
- Focus on implementing core strategies
- Transition to high-performance culture
- Engage all stakeholder groups
- Expect accountability excellence from everybody

CCSD Vision

- Together creating a high-performance culture to support delivery of education excellence to each and every student.
- Raising student achievement and eliminating the achievement gap.
- Together we will create our future.

2010 Goal

- Number One S.C. District - measured by performance of individual schools and student subgroups on PACT, HSAP, SAT, ACT

CORE STRATEGIES

1. Continuously improve curriculum and instruction through the system.

Key Programs:

- Integrated Instruction K-12
- Professional Development
- Technology Plan
- School Improvement
- School Matrix Categories

2. Establish effective financial and business practices. Align financial resources with student needs.

Key Programs:

- Budgeting and Control
- Facilities Plan
- Capital Funding
- Financial Forecast

3. Increase accountability and evaluation of educational and business programs.

Key Programs:

- Policies and Governance
- Strategic Planning
- Performance Evaluation
- Performance Systems

4. Establish public engagement plans with internal and external stakeholders.

Key Programs:

- Communications Network
- Internal Partnerships
- External Alliances

5. Implement best practices for safe and orderly schools.

Key Programs:

- Security
- Safety and Cleanliness
- Student Discipline

6. Organize to successfully support a high-performance system.

Key Programs:

- Structure
- Staffing
- Training

REPORT CARD UPDATES

“This is an era of accountability and I believe in educational accountability. I also believe in support because accountability and student achievement can not possibly succeed without support. I intend to take steps to provide that support.”

“My priorities for the District include conducting organizational and financial audits to identify target areas for improvement, implementing a turnaround model to create high achieving schools for all students, analyzing and using data to make district-wide decisions that will increase student achievement, and creating a climate of trust and accountability - both internally and externally with the communities we serve.”

*Dr. Maria L. Goodloe, Superintendent of Schools
November 5, 2003*

Last fall, Charleston County School District along with 79 of its schools received the results of the State Department of Education’s third annual issuance of report cards on South Carolina schools and school districts. Each school and school district receives two ratings: an absolute rating and an improvement rating. There are five rating categories: Excellent, Good, Average, Below Average, and Unsatisfactory.

According to the 2003 Report Card, Charleston County School District earned an absolute rating of Average for the third consecutive year. The absolute rating is based on the level of performance of all schools in the district and measures student success during the school year on which the report card is based. An Average rating, as defined by the state, indicates that district performance meets the standards for progress toward the 2010 South Carolina Performance Goal. That goal states that by 2010, SC’s student achievement will be ranked in the top half of all states nationally and adds that to achieve this goal, SC must become one of the five, fastest improving systems in the country.

In addition, CCSD received an Unsatisfactory improvement rating. Improvement ratings indicate the progress of all schools in the district toward attaining and/or maintaining higher levels of performance and measures student success from year to year.

In CCSD, 13 high schools and 66 elementary and middle schools received report cards. Report cards for every school and school district are also available on the SDE website at www.myscschools.com

Here are a few highlights from the 2003 School Report Cards:

- 55 schools (70 percent) in CCSD received absolute ratings of Average or better. Of these, 19 rated Excellent; 9, Good, and 28, Average.
- 29 schools (37 percent) in CCSD received improvement ratings of Average or better. Of these, 5 rated Excellent; 15, Good, and 9, Average.
- Wando High and Orange Grove Elementary earned Excellent in both the absolute and improvement rating areas.

Report cards, in combination with other data, are used by CCSD to:

- create turnaround models for low performing schools
- revise the District’s strategic plan and individual school improvement plans
- implement a system of accountability for student improvement for all children

Individual school ratings for 2003 are listed below along with highlights from each school’s renewal plan and strategies to improve student academic achievement.

Ratings:

E= Excellent, G = Good, A = Average, BA = Below Average, U = Unsatisfactory

Constituent District #1 (McClellanville)

Dr. Lynda F. Davis, Associate Superintendent
665 Coleman Boulevard • Mt. Pleasant, SC 29464 • (843) 849-2878

St. James-Santee Elementary School

Mrs. Lerah Lee, Principal
887-3491

2003 Absolute Rating: A 2003 Improvement Rating: BA

School Highlights:

- Data Driven Instruction
- PACT Camp tutorial program for students Below Basic on PACT
- Reading First Grant awarded for K-3 Literacy Programs and teacher training
- ELA tutoring for students with Below Basic on PACT
- PLATO Math and Reading Lab for all students needing assistance
- Weekly tests given using Tests for Higher Standards and the CCSD Item Bank
- Staff Training in 6-Traits Writing with

Charleston County School District Board of Trustees

- Ms. Nancy Cook, Chair
- Mr. Hugh Cannon, Vice Chair
- Mrs. Jill Conway
- Mr. Hillery Douglas
- Mrs. Sandi Engelman
- Mr. Gregg Meyers, Immediate Past Chair
- Mr. Brian Moody
- Mrs. Susan Simons
- Mr. Raymond Toler

Dr. Maria L. Goodloe,
Superintendent of Schools
Charleston County School District
75 Calhoun Street
Charleston, SC 29401
(843) 937-6300
www.ccsdschools.com

CCSD Board Goals

By the beginning of 2004-2005:

- Align available resources with *The Charleston Plan for Excellence* and School Renewal Plans
- Approve the District Capital Financing Plan with the long-term needs for Information Technology; Furniture, Fixture, and Equipment; Maintenance, and Facilities

By the beginning of 2005-2006:

- Revise all District policies and ensure that they align and support student achievement goals as defined in *The Charleston Plan for Excellence*.

CCSD Board Core Beliefs

- All children can learn at high levels.
- All children should reach their learning potential.
- The achievement gap can be eliminated.
- The school effect is huge.
- School systems can be high performing organizations.
- The Board is responsible for operating a high performing school system.
- The District’s operations should be as transparent as possible to the public.
- The District wants parents to be involved in education and will promote parent involvement in education.



monthly writing contests ■ Pepsi, Pizza and PACT night for parents ■ Parent Night with workshops on Technology, Parenting, Reading and Math ■ School website updated regularly with school news and calendar events

McClellanville Middle School

Mr. William Price, Assistant Principal in Charge

577-0325

2003 Absolute Rating: A

2003 Improvement Rating: BA

School Highlights:

■ Recipient of Turning Points Comprehensive School Reform Grant to improve student achievement
■ Improvement in technology to include wireless, 30 new Dell GX 270 computers in the lab, digital cameras, LCD projectors, and implementation of Echalk (Fall 2004) ■ Implementation of diagnostic MAP benchmark testing to determine students' needs (Fall 2004) ■ Incorporation of staff training in Write Traits to be used across the curriculum ■ Introduction of Saturday Scholars for extra assistance and enrichment opportunities (Fall 2004) ■ Incorporation of after school tutorials and homework center ■ Formation of Student Assistance Team to aid students with academic and behavioral needs ■ Continuation and enhancement of PLATO computer-assisted instruction to help students with language arts and mathematics during the school day ■ Addition of advisory classes to mentor students and incorporate life skills ■ Addition of school news teams to include: McClellanville Middle Bulldog News (paper) and the morning news show (television broadcast)

Lincoln High School

Mrs. Juanita Middleton, Principal Specialist

887-3244

2003 Absolute Rating: U

2003 Improvement Rating: A

School Highlights:

■ Students utilized various online test preparation models (SAT Online, ACT Online, and AP Online)
■ Faculty/Staff initiated Academic Learning Time (ALT) Test Preparation period to aid students in test preparation ■ Comprehensive School Reform Grant award in the amount of \$112,560 to implement High Schools That Work ■ African-American Studies class traveled to Atlanta, Georgia to view historic sites
■ Student body viewed the play *Don't Bother Me, I Can't Cope* ■ Instituted parental bi-weekly reports to keep parents abreast of student progress ■ Purchased sixty-five new computers and twenty-five new printers for labs and classrooms ■ Students participated in the Lowcountry Science Fair, won 2nd place for Team Projects and competed in the SC State Science Fair ■ Students participated in a water collection and testing project sponsored by the Seewee To Santee Community Development Corporation ■ Awarded \$50,000 for SAT improvement by the SC SDE

Constituent District #2 (Mt. Pleasant, Isle of Palms, and Sullivan's Island)

Dr. Lynda F. Davis, Associate Superintendent

665 Coleman Boulevard • Mt. Pleasant, SC 29464 • (843) 849-2878

Belle Hall Elementary School ★ Palmetto Gold Winner ★

Ms. Terri H. Nichols, Principal

849-2841

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ Analysis of PACT data ■ Articulation between grade levels ■ Use of "Tests for Higher Standards" to promote proficiency in all curriculum areas ■ Focus on school-wide writing program ■ Continuation of Reading Recovery in first grade ■ Technology upgrade throughout the school with assistance from CCSD and our PTA ■ Construction almost complete on two new pods, which will add 12 new classroom areas
■ Continuation of after school tutoring for students scoring Below Basic on PACT ■ Utilization of parent volunteers to tutor and read to students ■ Implementation of technology-based professional development activities for teachers

Cario Middle School ★ Palmetto Gold Winner ★

Ms. Carol Bartlett, Principal

856-4595

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ CCSD Technology Showcase School ■ Eight National Board Certified Teachers ■ Full range of Special Education services and classes for exceptional children ■ Team concept used for grades 6 and 7 to promote collaborative planning and smaller learning communities ■ Comprehensive guidance department including one full-time counselor per grade level ■ Free tutoring and transportation offered on Tuesdays and Thursdays to promote student achievement through remediation of skills and assistance with classwork
■ Honors courses offered at all three grade levels in all academic areas for eligible students ■ Student Recovery Program provided for at-risk students ■ Athletic opportunities in a variety of sports in

Charleston County School District Constituent Boards

ST. JAMES-SANTEE CONSTITUENT DISTRICT #1

Mr. Thomas L. Colleton, Jr., Chair

Mr. Tommy Graham, Vice Chair

Mrs. Elaine Fitzgerald

Ms. Erma Harrell

Mr. Jeff Massey

Mrs. Sheila Powell

Rev. Jeannine R. Smalls

Charleston County School District Constituent Boards

MOULTRIE CONSTITUENT DISTRICT #2

Mrs. Janet Pearlman, Chair

Mrs. Marty Belk, Vice Chair

Mr. Craig Ascue

Mrs. Jane Fulton

Mrs. Ann Voit



Charleston County Superintendent Graduates from Prestigious Academy

Dr. Maria L. Goodloe, Superintendent of Schools in Charleston County School District, is one of 20 graduates of the 2003 Urban Superintendents Academy, a program of The Broad Center for Superintendents. The mission of The Broad Center for Superintendents, launched in 2001 by The Broad Foundation and then-Michigan Governor John Engler, is to recruit, prepare and support the greatest executive leadership talent from across America to become the next generation of urban school district superintendents. The training academy prepares future superintendents to meet the unique challenges that urban public school districts face.

The Broad Foundation recruited talented business, non-profit, military and government executives - along with K-12 education leaders - to participate in this program so that the best and the brightest could dedicate their skills to solving the challenges of our nation's urban public schools. Out of approximately 160 applicants, 20 individuals were selected to participate in the second year of this innovative training academy for public school leaders.

The 2003 graduating class includes leaders with experience from both inside and outside the education sector. Thirteen currently serve in public school districts across the country. Two are senior military officers, three are executives from charter/education management and education technology organizations, two are government leaders and two are founder-owners of financial services firms. (A complete list of this year's and last year's classes with biographies can be found at www.broadcenter.org.)

The Fellows received guidance throughout the year from leaders in business, education and the nonprofit sectors.

Superintendents are in charge of our nation's greatest investment - our children. Many current superintendents, however, have little training or background in complex financial, labor, management, personnel and capital resource decision-making. In fact, 98 percent of superintendents are trained as teachers - not managers - and the average urban superintendent's tenure is just over four years. This program dramatically changes this equation.

The Academy curriculum includes the following sessions:

- The CEO: Effective organizational leadership in education
- Student achievement and reinventing schools for success
- The politics of urban school system leadership
- Using management and instructional data for decision-making
- The governance-management team
- Planning and leading systems change
- Public and community relations
- Securing a job as an urban superintendent

Since the start of The Broad Center's Urban Superintendents Academy program in 2002, eight graduates have become superintendents. An additional five participants have become senior level public school district leaders.

Eli Broad, founder of The Broad Foundation, said, "Equipped with a honed set of leadership skills, the 2003 Broad Center graduating fellows will persist in their hard work to transform our nation's urban public school districts. Children, and entire urban communities, will benefit from this boost of leadership at the highest organizational level of our nation's public schools."

(cont. on page 7)

in conjunction with Wando High School and the Mt. Pleasant Recreation Department ■ Fine Arts opportunities including Band, Chorus, and Orchestra

James B. Edwards Elementary School ★ Palmetto Gold Winner ★

Mr. Tom Lee, Principal

849-2805

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ Ongoing analysis of PACT data ■ Grade level meetings to develop instructional strategies to support identified standards ■ Writing as a major school focus ■ Technology Showcase School with 2 computer labs equipped with 30 computers per lab and 3 computers in each classroom ■ Tutorial help during the school day for students scoring Below Basic on PACT

Laing Middle School

Dr. Kathy Sobolewski, Principal

849-2809

2003 Absolute Rating: G

2003 Improvement Rating: BA

School Highlights:

■ Ongoing analysis of PACT data ■ Articulation between grade levels ■ Ongoing professional development with emphasis on Write Traits, the writing process, and the use of exemplar papers in the classroom ■ Schoolwide Latin Program ■ Writing as a major school-wide focus ■ 14 National Board Certified teachers ■ 2002-2003 CCSD Teacher of the Year on LMS faculty ■ Student Recovery Program (in-house alternative school for LMS students)

Moultrie Middle School ★ Palmetto Gold Winner ★

Ms. Patricia Yandle, Principal

849-2819

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ Ongoing analysis of PACT data and Curriculum Calibration results ■ School-wide character education program ■ Strong fine arts department ■ Saturday Scholars and Reading Workshop for students scoring Below Basic ■ Daily implementation of DEAR (Drop Everything and Read) ■ School Improvement Council and PTA support of educational mission ■ Enrichment classes daily for students scoring Below Basic ■ "Literati" club for academically advanced students ■ Individual tutoring and PLATO instruction to meet AYP ■ Ongoing subject area discussions of standards and assessments

Jennie Moore Elementary School

Ms. Lynda C. Angelakos, Principal

849-2815

2003 Absolute Rating: G

2003 Improvement Rating: U

School Highlights:

■ Ongoing analysis of PACT data, STAR individual student growth data, and test item bank data ■ Magnet school with emphasis on technology, foreign language, and arts infusion to teach the state curriculum standards ■ K-2nd Multiage classrooms ■ Continuation of Reading Recovery Program for first grade students ■ EIA funded After School Tutorial and Safe and Orderly Schools Grant program for students scoring Below Basic on PACT ■ Accelerated Reader K-5 ■ Spanish and Drama for all students in grades K-5 ■ PACT-like curriculum materials to support classroom instruction ■ Writing taught using the Write Traits strategies ■ PTA, School Improvement Council, and community volunteers actively engaged in programs to support student achievement

Mt. Pleasant Academy ★ Palmetto Gold Winner ★

Mrs. Jane Davis, Principal

849-2826

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ No Child Left Behind -National Blue Ribbon School ■ Ongoing analysis of PACT data ■ Grade level meetings to develop instructional strategies to support curriculum standards ■ Articulation between/among grade levels ■ Benchmark testing ■ Technology upgrades ■ Standards based science and social studies curriculum ■ Write Traits writing process ■ Tutorial programs ■ Parent involvement

Pinckney Elementary School ★ Palmetto Gold Winner ★

Ms. Kathleen Harris, Principal

856-4585

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ PACT data analysis and individual meetings with all third through fifth grade students to discuss PACT

achievement ■ Grade level and intra-grade level articulation meetings to develop strategies for improving student achievement ■ Drama class for students and the Pinckney Players Drama Club ■ Twelve teachers have achieved National Board Certification ■ Wee-Deliver Program, student-centered postal program designed to promote literacy among students ■ Reading Recovery, early intervention program for first grade students ■ Training and implementation of Six Traits Writing Program ■ Annual Pinckney Palooza Festival of the Arts ■ Family Math Night, Family Reading Night and Family Art Night

Sullivan's Island Elementary School ★ Palmetto Gold Winner ★

Mr. Stephen H. Fordham, Interim Principal
883-3118

2003 Absolute Rating: E 2003 Improvement Rating: G

School Highlights:

■ Tutorial program continued for Below Basic and struggling students ■ Implementation of the Problem Solving Model in grades K-5 to identify student strengths and weaknesses through DIBELS assessments ■ Tests for Higher Standards used to help prepare students for PACT ■ Monthly grade level meetings to review student progress and discuss strategies for improvement ■ Five mobile classrooms wired to provide wireless connectivity to the district network ■ Continued training in and use of Science Notebooks and Science Journals

Wando High School ★ Palmetto Gold Winner ★

Ms. Lucy Beckham, Principal
849-2830

2003 Absolute Rating: E 2003 Improvement Rating: E

School Highlights:

■ Completion of new Wando by June 2004 ■ Grant awards include Comprehensive School Reform Demonstration, Smaller Learning Communities Planning, Distinguished Arts Program, and Arts in the Basic Curriculum ■ Professional development focused on assessing student writing, technology, standards-based instruction and assessment, and the development of smaller learning communities ■ Wando website, www.wandohigh.com, provides current school news and information including course offerings ■ Partnership with Trident Technical College expanded to provide dual credit college courses on the Wando campus ■ Measures of Academic Progress (MAP) computerized testing for 9th - 10th graders provides assessment of students' skills in language usage, reading, and mathematics ■ Pre-Engineering course offerings expanded and awarded national certification ■ Smaller Learning Communities Planning Team developed recommendations for the organizational structure of the new Wando including a College and Career Planning Center ■ Curriculum offerings expanded to provide students opportunities for training in Culinary Arts, Health Sciences, A+ Computer Repair, and the Oracle Internet Academy ■ Faculty-Staff Council served as the site-based leadership team

Mamie P. Whitesides Elementary School ★ Palmetto Gold Winner ★

Ms. Lona Pounder, Principal
849-2838

2003 Absolute Rating: E 2003 Improvement Rating: G

School Highlights:

■ Recipient of the Comprehensive School Reform Demonstration Grant ■ Outstanding professional staff with nine National Board Certified Teachers and exemplary guidance program ■ Two new computer labs funded by the PTA ■ Ongoing staff development with emphasis on improving student achievement in reading and math through Renaissance programs of Accelerated Reader and Accelerated Math ■ Strong inclusion model implemented for special needs students ■ Implementation of tutorial program for students scoring Below Basic ■ Strong early childhood phonemic awareness and diagnostic intervention through DIBELS ■ Extensive support by the PTA of school-wide initiatives and programs to enhance student learning ■ Strong emphasis on writing with the implementation of Write Traits ■ 23% of student population identified as Gifted and Talented

Constituent District #3 (James Island)

Dr. Doug Gepford, Interim Associate Superintendent

1825-B Camp Road • James Island, SC 29412 • (843) 762-2780

Harbor View Elementary School ★ Palmetto Gold Winner ★

Mr. Keith Mason, Principal
762-2749

2003 Absolute Rating: E 2003 Improvement Rating: G

School Highlights:

■ Met all 21 Adequate Yearly Progress (AYP) objectives ■ Addition of 14 new computers in the school computer lab ■ PTA membership well over 100%; very active and supportive PTA and SIC ■ Active involvement of all staff in technology-related staff development ■ Ongoing analysis of PACT data ■ Tutoring provided for all students falling below basic in math or language arts ■ Extremely successful

Charleston County Superintendent Graduates from Prestigious Academy

(cont. from page 6)

Participants in the Academy retain their current jobs while attending seven intensive four-day training sessions over the course of the year. Fellowships, including tuition, travel and all program-related expenses, were fully covered by The Broad Center.

The Broad Foundation's mission is to dramatically improve K-12 urban public education through better governance, management and labor relations. The Foundation's other major initiatives include the one million dollar Broad Prize for Urban Education, awarded each year to urban school districts making the greatest overall improvement in student achievement while reducing achievement gaps and The Broad Institute for School Boards, an annual training program for newly elected and appointed school board members designed to increase student achievement through improved governance.

Charleston County School District Constituent Boards

JAMES ISLAND CONSTITUENT DISTRICT #3

Mrs. Alicia Owens, Chair
Mrs. Donna Jenkins, Vice Chair
Mr. John W. Beasley
Mrs. Christine Bennett
Mrs. Kay Kernodle

Harvard Partners with Charleston Schools to Boost Student Success

In October 2003, the Harvard Graduate School of Education (HGSE), Harvard Business School (HBS), and nine urban school districts announced the Public Education Leadership Project (PELP), a joint venture, collaboratively designed to dramatically improve educational outcomes. Charleston County School District joins eight other districts representing more than a million students, including many of the urban hubs across the nation such as Boston, Chicago, Minneapolis, and San Francisco.

“We are excited about being selected to participate in the PELP project in a joint venture that will systemically impact the effectiveness of our school system and improve student achievement for every child in Charleston County,” said Dr. Maria L. Goodloe, Charleston County Superintendent. “In fact it took a collaborative effort locally for this to become a reality. I want to thank the Charleston Education Network and the Parent Alliance, among others, for their roles in the selection process. The Charleston Education Network played a critical part in making this possible and the Parent Alliance provided valuable insights as our primary consumer. We look forward to continuing to work closely with them throughout this effort and beyond.”

The PELP faculty team invited, through a competitive process, urban school districts to partner in the design and delivery of an innovative executive education program tailored specifically to meet the actual challenges that educational leaders are facing. Although there are many excellent individual schools in the United States, there are very few K-12 urban school systems that have achieved a uniform high level of excellence that allows students to be educated to their optimum potential,” says Ellen Condliffe Lageman, Warren Professor of the History of American Education and Dean of the Harvard Graduate School of Education. “The ability to scale up success remains one of the most intractable problems in education and a barrier to real educational progress.”

Research, and the experience of other institutions, has shown that addressing this problem is not just a matter of applying lessons from the management of other sectors. It is necessary to understand the many forces that drive the educational enterprise - political, pedagogical, governmental, technological, logistical, and legal - then to adapt and integrate knowledge from the private, nonprofit, and education sectors to devise new insights and approaches within that demanding context.

“Leading and managing in the multi-faceted and dynamic environment of an urban school system is an incredible challenge that is complicated further by the heavy day-to-day demands of the job,” says Kim Clark, Dean of the Harvard Business School. “We believe that bringing the expertise of Harvard’s Education and Business schools together with the practical experience of the participating school districts will lead to new ideas and approaches that can have a significant impact on education.”

Participating districts include: Anne Arundel County (MD), Boston (MA), Charleston (SC), Chicago (IL), Harrisburg (PA), Minneapolis (MN), Montgomery County (MD), San Diego (CA), and San Francisco (CA).

Accelerated reading program ■ Grade level field trips which encourage and emphasize educational goals and standards ■ Annual extra-curricular activities include: Running Club, Raise-a-Reader, Fall Carnival, Fifth Grade Play, Chorus & Strings Concerts, and Family Math/Science Night ■ Kaleidoscope, after school program, provides educational opportunities beyond the school day

Ft. Johnson Middle School

Mr. David Parler, Principal

762-2740

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ Implementation of Soar to Success reading program for struggling readers ■ Implementation of Millennium Math for struggling math students ■ Implementation of Community In Schools after school tutorial program ■ Collaboration with The Citadel for Gear Up program, targeting potential first generation college students ■ Enhanced technology featuring three mobile wireless labs, two networked computer labs and a state-of-the-art TV production lab ■ Media Center with collection of 8,880 titles (19.4 titles/student) and 5,312 Accelerated Reader quizzes ■ Fully implemented Accelerated Math and Accelerated Reader programs at all three grade levels ■ Implementation of eChalk featuring up-to-date web pages, teacher/class pages and student communication ■ Training and implementation of school-wide Write Traits through ELA, reading/foreign language, science and social studies ■ Technology grants in the form of \$50,000 IDEA grant for technology for special needs students and \$30,000 EIA equipment grant to support keyboarding for high school credit

James Island Elementary School

Mrs. Cathy Coleman, Principal

762-8240

2003 Ratings: N/A (New school opened August 2003)

School Highlights:

■ Analysis of first PACT data ■ Planning, writing and implementation of School Renewal Plan ■ Weekly grade level meetings to plan and implement the new Coherent Curriculum for CCSD ■ Continuation of benchmark testing ■ Continuation of technology based instructional programs and courses for students, teachers, and parents ■ Continuation of Building Learning Communities professional development ■ Involvement and celebrations with the school and community to honor successful achievement throughout the year ■ Continuation of PTA and School Improvement Council collaboration

James Island Charter High School

Dr. Nancy Gregory, Principal

762-2754

2003 Absolute Rating: G

2003 Improvement Rating: U

School Highlights:

■ Improved technology ■ Hiring a Testing Counselor solely responsible for coordinating testing ■ Hiring Math and English Enrichment Teachers for Below Basic remediation ■ Alphabetical assignment of Assistant Principal student caseload ■ Hiring of a Mental Health Counselor ■ Increased focus on parent involvement ■ Ability to freely and quickly move dollars to meet students needs ■ Department Heads have hiring power ■ Implementing more student/teacher incentives

James Island Middle

Dr. Kathryn Fritz, Principal

762-2784

2003 Absolute Rating: G

2003 Improvement Rating: BA

School Highlights:

■ Renewal plan goals emphasize standards alignment, assessment, and articulation ■ Writing as a school focus across the curriculum & Write Traits training for staff, students, and parents ■ School technology program: 2 computer labs, 2 wireless labs, 30 computer stations in the media center, keyboarding, computer applications, school website, electronic grades, e-mail, and homework hotline ■ Emphasis on Accelerated Reader Program ■ Student Intervention & Incentive Card Program ■ Red Carpet School State Award-winner ■ Teacher Tutoring Program ■ Americorp Program technology and tutoring support ■ Awesome Reading & Awesome Math program ■ Additional period of instruction for students scoring Below Basic ■ Enrichment/Extra-curricular/Athletic Programs: ACES, Public Speaking, Youth Leadership, SAIL, Geography Bee, football, basketball, sailing, tennis, choral, and band

Murray-LaSaine Elementary School

Mrs. Blondell E. Kidd, Principal

762-2765

2003 Absolute Rating: A

2003 Improvement Rating: BA

School Highlights:

■ Ongoing analysis of PACT data and other data sources to plan and address areas in need of improvement

■ After school tutorial program for students scoring below basic on PACT ■ Infusion of music, art and PE in other subject areas ■ Staff training in 6-Traits Writing, differentiated instruction, data sources and analysis, and the Accelerated Schools Project ■ Major emphasis on the inquiry-based process to teach all students using authentic, interactive, learner-centered and inclusive lessons ■ Weekly parenting activities to help parents assist their children at home ■ Addition of new books in media center at a cost of \$10,000+ ■ Winner of \$375,000 CRS grant to improve reading and math performance over next 3 years ■ Addition of 2-3 new computers in each homeroom class next year ■ Ongoing technology training and support for staff

Septima P. Clark Corporate Academy

Dr. Paula Gaffney, Principal

762-2774

2003 Absolute Rating: N/A

2003 Improvement Rating: N/A

School Highlights:

■ School Renewal Plan goals address Exit Exam results, dropout and attendance rates ■ Individual Student Plans to address student progress ■ Weekly communication among core subject area teachers ■ Improving writing as a major school focus with faculty and staff training in the use of the Write Traits process and exemplary writing ■ Professional authors working with students who sit for Exit Exam and HSAP ■ Extended Day classes to recover/earn credits in core subject areas ■ Promise site for America's Promise to help ensure an ongoing relationship with caring adults, a safe place and structured activities during non-school hours, and marketable skills through effective education and opportunities to give back through community service ■ Communities In Schools provides onsite counseling in substance abuse, mental health, teen pregnancy prevention, career development with Blackbaud and The City of Charleston, and a mentor program for students ■ Intense job-shadowing conference with Marriott Vacation Club International

Stiles Point Elementary School

Mr. Stephen D. Burger, Principal

762-2767

2003 Absolute Rating: G

2003 Improvement Rating: U

School Highlights:

■ PTA membership over 100%; very active and supportive PTA and School Improvement Council ■ Tutoring for all students scoring Below Basic in Math or English Language Arts ■ Save Our Students (SOS) volunteer tutoring program sponsored by the City of Charleston ■ Full Option Science System (FOSS) kits used to teach science in all grade levels ■ Ongoing analysis of PACT data ■ Participation in curriculum calibration study ■ All classrooms and all computers networked and internet capable ■ Staff training in 6-Traits Writing with the writing process incorporated into all subjects ■ Grade level meetings to develop instructional strategies to support identified standards ■ Technology-related professional development

Constituent District #4 (North Charleston)

Dr. Darrell Johnson, Interim Associate Superintendent

Ms. June Mullen, Interim Associate Superintendent

4720 Jenkins Avenue • North Charleston, SC 29405 • (843) 745-7150

Academic Magnet High School ★ Palmetto Gold Winner ★

Dr. Carol Tempel, Interim Principal

746-1300

2003 Absolute Rating: E

2003 Improvement Rating: G

School Highlights:

■ Honors level curriculum that includes four years of foreign language and a minimum of four Advanced Placement courses ■ Problem-based learning, which involves the use of technology (e.g. science fair, History Day, and Senior Thesis) ■ Emphasis on community service ■ Clubs and extra-curricular activities with over 70% of students participating in athletics ■ Professional development in research-based practices to create a challenging learning environment ■ Established partnerships among parents, students and staff to support a learning environment to ensure that all students achieve at their highest potential

Alice Birney Middle School

Mr. Phillip Shaw, Principal

764-2212

2003 Absolute Rating: BA

2003 Improvement Rating: BA

School Highlights:

■ Renovated facility for the 2004-2005 school year with operating wireless technology on site and updated technology yearly ■ Recognized with superior ratings for beginner and advanced bands ■ Six Junior Scholar nominations received ■ Faculty member named South Carolina Social Studies Teacher of the Year ■ Established classroom instruction by multiple Nationally Board Certified teachers ■ Created multiple honors sections in addition to Gifted and Talented program ■ Created middle school athletic program for students in football, basketball, track, and soccer ■ Birney student awarded 1st place in Charleston County

Harvard Partners with Charleston Schools to Boost Student Success

(cont. from page 8)

“Each of the districts had an improvement strategy and long-term vision to enhance student achievement,” says Stacey Childress, the senior researcher managing the project for HBS and HGSE. “We’ll be working with the individual districts to design, manage and lead complex systems geared toward high performance.”

The three-year project will have two principal components: a weeklong executive education program offered each summer beginning in 2004 for a five- to seven-person leadership team from each district, during which the team would learn from the experiences of other districts while developing strategic improvement goals for the coming year; and periodic on-site facilitation during the year from participating faculty and staff. At the same time, participating faculty will conduct research aimed at measuring the effectiveness of the program, identifying the key underlying forces that are shaping educational leadership in urban school systems, and developing a set of powerful ideas to enable district leadership teams to create high performing systems.

Principal funding for the Public Education Leadership Project comes from the Harvard Business School Class of 1963 and will subsidize the development and delivery of the program over the first three years (FY '04-'06).

Charleston County School District Constituent Boards

COOPER RIVER CONSTITUENT DISTRICT #4

Mr. James Perry, Jr., Chair

Ms. Sheila M. West, Vice Chair

Ms. Lala Fyall

Mr. Charles K. Johnson

Mr. Richard W. Joy

Ms. Sheri L. Norwood

Ms. Edwina G. Peterson

INNOVATIONS IN TEACHER TECHNOLOGY

Toni Herrmann, a computer teacher at St. James-Santee Elementary School in McClellanville, and Deidra Gilyard, a special education teacher at Murray-LaSaine Elementary School on James Island, know the value of technology training and support for teachers and have seen first-hand the ways in which it offers very real benefits to students. And they are not alone. As the result of a recently enacted state law combined with a groundbreaking approach by a local school district, teachers across the Charleston County School District are taking technology in teaching and student learning to new heights.

Proviso 1.29 is the SC state law that sets teacher technology competency standards and also requires school districts to provide training and support to help teachers reach proficiency and fully integrate technology into their classrooms, where students ultimately reap the rewards. During the 2002-2003 school year, school districts across the state began to implement the new Technology Proviso (TP). At first, these efforts were met with mixed reviews and results, especially from teachers.

In response, Charleston County School District (CCSD) determined it would go a step further to ensure that TP was truly working for its teachers.

CCSD, in partnership with the University of South Carolina's Sponsored Programs and Research Department and Beacon TSP, Inc., a Charleston-based technology firm, has developed a new, on-line management system, the only one of its kind in the nation, to support the Proviso and technology proficiency for teachers.

The on-line system is breaking new ground because it offers **both** diagnostic and prescriptive information to meet **individual** teacher technology needs. The diagnostic component provides teachers with the ability to assess their own technology skills. Through a series of questions, it places them in one of four skill levels (entry, progressive, proficient, and exemplary). Then, technology classes and support are recommended to help move teachers to the next level.

And, with the click of a button, principals in every CCSD school are able to view summary information designed to assist them in planning the most meaningful technology-related professional development for teachers at their site.

Today, as a result, CCSD is gaining notice from the State Department of Education officials, peer school districts, and the technology industry for pioneering the development of this new technology.

"CCSD deployed one of the most advanced technology proficiency management systems in the nation," states Elaina Hunt, Chief Operation Officer for Beacon Technologies. "The system was developed using the latest Java Struts technology, combined with years of practical education experience provided by CCSD officials. Their goal was to make Technology Proficiency easier for teachers and administrators and not another cumbersome task for teachers to fit into a busy schedule."

"The Charleston area community is the ultimate beneficiary of the District's technology initiatives," adds Hunt. "The workforce of tomorrow is going to be ready to meet the new challenges of a global technology economy."

(cont. on page 11)

Invention Convention ■ Provided extra Reading and Math Enrichment classes to ALL students
■ Homework Center and double ELA and Math instructional classes offered 4 days a week

Brentwood Middle School

Ms. Wanda Marshall, Principal

745-7094

2003 Absolute Rating: U

2003 Improvement Rating: U

School Highlights:

■ Renovated facility for the 2004-2005 school year with operating wireless technology ■ Ongoing analysis of PACT data to improve instruction ■ All staff trained in Write Traits ■ School-wide technology upgrade
■ Drum Squadron created ■ Nine Junior Scholar nominations received ■ Middle school athletic program for all students in football, basketball, track, and soccer ■ Extra Reading and Math Enrichment classes for all students ■ Homework Center and double ELA and Math instructional classes offered 4 days a week for all students ■ Comprehensive Reform Grant awardee ■ Partnership with NEA (National Education Association)

E.A. Burns Elementary School

Ms. Bonnie Olsen, Principal

745-7113

2003 Absolute Rating: BA

2003 Improvement Rating: BA

School Highlights:

■ Rigorous instructional programs aligned with the state standards ■ Differentiated and accelerated instruction to meet individual learning styles and provide multiple opportunities for mastery ■ Cross curricular plans that integrate content areas, align instruction, and create standards-based assessments ■ Family Learning Nights, Preschool Club, Parent Workshops, Coffee with the Principals, SIC and PTA meetings to promote positive home-school relations ■ Ongoing analysis of individual student academic profiles, PACT test results, quarterly benchmarks, and computer-generated reports to pinpoint students specific academic needs ■ Highly qualified and trained staff through comprehensive, researched-based, systematic staff development ■ Homework Help, Saturday Academic School, and June Jump Start Programs to assist students requiring additional academic support in math and/or language arts ■ Full inclusion model of instruction ■ Safe and orderly environment with fair consistent rules and clearly defined expectations including Character Education and Building Learning Communities as part of daily classroom instruction

Charleston County School of the Arts ★ Palmetto Gold Winner ★

Ms. Rose Maree Myers, Principal

529-4990

2003 Absolute Ratings: E, E (middle and high, respectively)

2003 Improvement Ratings: G, G (middle and high, respectively)

School Highlights:

■ Increase instructional time in English Language Arts at middle school level to 500 minutes per week
■ Add computer writing labs in 6th, 7th & 8th grades ■ Reduce average class size in middle school academic classes from 26 to 22 ■ Provide additional media specialist to improve access to technology by both faculty and students ■ Improve media center to make it a more inviting environment for individual students as well as whole class instruction ■ Continue to provide 500 minutes of weekly instruction in math at 6th & 7th grade ■ Implement Write-Traits Program to enhance writing instruction across the curriculum ■ Procure and equip additional high school science lab

Charlestowne Academy ★ Palmetto Gold Winner ★

Mr. Edward Tichi, Principal

746-1349

2003 Absolute Ratings: A, A, and G (elementary, middle, and high, respectively)

2003 Improvement Ratings: U, BA, and E (elementary, middle, and high, respectively)

School Highlights:

■ Received SAC accreditation this year ■ Received state recognition for SAT (score) improvement
■ Recognized among only 9 high schools (out of 188) in the state to meet AYP ■ Continued emphasis of Core Knowledge in teaching all the subjects ■ Used Vertical Teaming in all core subjects ■ Tutored all students once a week for one hour ■ Tutored all students with YLCRP an extra hour once a week ■ Assessed, prepared and motivated every student on career goals, college planning and future life skills ■ Taught Essentials of Math/Reading to the 9th graders with low PACT scores, high school students with YLCRP, and also students who did not pass all sections of BSAP ■ Attended ongoing professional development in Spalding Reading, Saxon Math and Core Knowledge

Chicora Elementary School
Ms. Mary B. Reynolds, Principal
746-2210

2003 Absolute Rating: A 2003 Improvement Rating: A

School Highlights:

■ State and district recognition for significant improvement ■ Recipient of the CSR Grant Turnaround Model - "America's Choice" (2002-2004) and the Recipient of the "Reading First Grant" (2004-2008)
■ Coherent Cohesive Curriculum CD-6th with sustained Professional Development utilizing Literacy/Math Coaches ■ Recipient of the 21st Century After School Enrichment/Homework Grant (2004-2006) ■ Parent participation increased through meaningful parenting programs implemented by a certified parenting team
■ Two full-day Child Development Programs (4-year-olds) to provide early intervention ■ State-of-the-art computer lab with a certified teacher who utilizes the Internet, Microsoft Office and interactive software such as Academy of Reading and READ 180 ■ Mentoring, tutoring, and small group assistance for targeted students for remediation and enrichment provided by certified personnel ■ SPORT (Safety, Property, Order, Respect, Time-On-Task) - effective school-wide discipline plan ■ Partnerships with community affiliates including Metanoia, North Charleston Police Department, North Charleston Fire Department, City of North Charleston Parks and Recreation, SOS (Mayor Riley's volunteer program), College of Charleston, Piggly Wiggly, Kiwanis Club, AT&T Pioneer Club, Charleston's Promise sponsored by News Channel 4, Citadel, Ashley Hall School, Mills House, Wal-Mart, Chicora/Cherokee Neighborhood Association, St. Matthew Baptist Church, Cherokee United Methodist Church and other community churches

A.C. Corcoran Elementary School

Mr. Kenneth Plaster, Principal
764-2218

2003 Absolute Rating: A 2003 Improvement Rating: U

School Highlights:

■ Ongoing PACT analysis ■ Development of instructional strategies to address standards through biweekly grade level meetings ■ Continuing literacy program for grades 2, 3, 4, and 5 (additional periods of reading instruction for students scoring Below Basic) ■ Math program for grades 3, 4 and 5 (additional periods of math instruction for students scoring Below Basic) ■ Reading Recovery Program for grade 1 ■ After school program to tutor students in grade 6 who scored Below Basic in reading and/or math ■ Staff training in Write Traits ■ School-wide technology upgrade ■ Increased science focus, including science fair with community involvement

Matilda F. Dunston Elementary School

Ms. Patricia J. Schaffer, Principal
745-7110

2003 Absolute Rating: A 2003 Improvement Rating: U

School Highlights:

■ Develop a focus on reading and math ■ Support reading with Reading First grant award ■ Collaborate with study group and South Carolina Reading Initiative ■ Plan with grade levels to pace instruction to meet SC Standards ■ Use hands-on Science program (FOSS) ■ Implement character education program (Ex. RIDDE) ■ Coordinate community resources (Ex. partnership with Department of Mental Health)
■ Provide meaningful professional development for staff in reading and math ■ Improve facility ■ Reduce class size to lower teacher-student ratio ■ Set goals with students in grades 4,5, and 6 to improve PACT scores

Mary Ford Elementary School

Ms. Janice H. Malone, Principal
745-7131

2003 Absolute Rating: BA 2003 Improvement Rating: U

School Highlights:

■ Received Comprehensive School Reform Grant ■ Lowcountry's Promise School ■ SPORT (Safety, Property, Order, Respect, Time-On-Task) ■ Received Charleston County School Improvement Award and Community of Readers Award ■ Updated NCS lab with Dell Computers ■ Partnerships with Westminster Presbyterian Church, Americorps, Ci Ci's Pizza for Family Pizza Night, and RHODIA ■ Improved parent involvement through pre-school club, parent breakfast, muffins for moms, and donuts for dads
■ Mentoring, tutoring and small group assistance for targeted students for remediation and enrichment provided by certified personnel ■ Two full-day Child Development Programs (4-year-olds) to provide early intervention ■ PACT Parent Night ■ Charleston's Children Garden

INNOVATIONS IN TEACHER TECHNOLOGY

(cont. from page 10)

And perhaps most important of all, the District is earning the praise of its teachers and principals for providing an effective and useful tool to help educators advance their knowledge and skills in the area of technology:

"The technology support from the District through Proviso 1.29 allows me to develop and enhance my skills so that I can help my students improve their skills in academic areas, build on their strengths, take risks, and become confident life-long learners."

Deidra Gilyard, special education teacher, Murray-LaSaine Elementary School

"When working with students of this generation it is imperative that teachers find new, creative, challenging and innovative ways to help our students understand a concept. Effective use of technology engages students and motivates even reluctant learners to achieve success in the classroom."

Toni Herrmann, computer teacher, St. James-Santee Elementary School

"The online technology management plan (Proviso 1.29) allows administrators to view the technology skills of each teacher and plan effective professional development opportunities for teachers. Utilization of the Proviso data enables teachers to deliver a higher quality content based on state standards in a way that engages the student in the learning."

Art Ellis, assistant principal, West Ashley High School

District officials say the possibilities with this new technology are limitless. And while its primary purpose is to support technology proficiency in teachers, there are other expanded applications currently in the works. These include opportunities to develop and support technology proficiency for other education professionals such as guidance directors and counselors, media specialists, itinerant teachers, and school district administrators.

This new technology is also proving an invaluable source of information to CCSD as it updates its Technology Master Plan and looks to the future of technology in the District. And, to help CCSD fund technology in the years ahead, Beacon has committed a portion of the proceeds from the outside sales of the system it developed in partnership with the District. These dollars are earmarked specifically to benefit technology in CCSD schools.

"We are moving beyond word-processing, email and surfing the net," says Crystal Lottig, Coordinator for Instructional Technology at CCSD. "School walls are coming down as teachers and students become actively involved in the global community. When technology is used this way, it provides opportunities for real world problem solving and promotes higher order thinking skills. And, our students are the real winners."

2002-2003 SAT RESULTS

16-Point Gain Gives District Its Best Score Yet

Last August, high schools in school districts across the nation received 2002-2003 SAT results. Here are some highlights of the results in Charleston County School District:

- Charleston County's 2003 SAT results include average scores for seniors at 14 schools in Charleston County.
- A total of 1380 or 61% of CCSD seniors took the SAT with 26.6% scoring 1100 or higher, qualifying them for LIFE scholarships.
- Charleston County School District (CCSD) averaged a composite of 966 points, a 16-point gain over last year and its best score in the last eleven years.
- The gain was evenly split between the two content areas, verbal and math, with +8 points in each. The District's verbal score rose from 480 to 488; its math score rose from 470 to 478.
- The District has gained 36 points in five years. Thirty-two of these 36 points were gained with two (2), 16-point leaps in 1999 and again this year.
- This record annual gain by CCSD in 2003 surpasses those made by the state and the nation.
- A demographic analysis of the CCSD SAT data for 2002-2003 shows that significant gains were made by African American students, who improved 19 points on the composite score (+7 in verbal and +12 in math).

Wando High School at 1036
 Charleston County School of the Arts at 1082
 Academic Magnet High School at 1208

- The Academic Magnet earned the highest average score of any high school in the state with the exception of the Governor's School for Math & Science. The school has earned this distinction for at least five years running.
- Charleston County School of the Arts' average SAT score ranks it among the Top 10 high schools in the state.

Garrett Academy of Technology
 Ms. Patricia A. Edwards, Principal
 745-7126

2003 Absolute Rating: A 2003 Improvement Rating: A

School Highlights:

- Student and teacher attendance rates exceed the state standard
- Third highest graduation rate in the county
- 10 of 13 mandated Adequate Yearly Progress goals achieved
- After school programs include the Homework Center, Saturday Tutorial for 9th graders and summer Gear Up Program for rising 9th graders
- 40% of faculty has advanced degrees
- Student winners in local, regional, state and national competitions annually
- Essentials of Math and English Courses in addition to required math and English for students who score less than Proficient in math and English
- All students have an individual plan of study based on review of data from school, district and state sources
- Strong School Improvement Council and PTSA organizations
- All students belong to an Advisory Team that meets weekly for continued focus on student success

W. B. Goodwin Elementary School

Ms. LaDene A. Conroy, Principal
 767-5911

2003 Absolute Rating: BA 2003 Improvement Rating: U

School Highlights:

- Ongoing state training with Professional Development Providers for all K-3 and Special Education teachers through the Reading First Grant, our Turnaround Model
- Bi-monthly study groups as a SCREADS school with state-trained EC Literacy Coach
- Support as a Sustained Professional Development Training Site Model
- Bi-monthly grade level planning sessions to analyze data, review results, determine progress, and make decisions on strategies necessary for improved student performance
- Writing across the curriculum/monthly writing benchmarks/Six Traits and the writing process
- Science notebook training for new teachers and continued hands-on science using FOSS Kits
- Reading Recovery and Literacy Groups and three full-day Child Development programs (4-year-olds) as early intervention
- Tutorial and Enrichment Groups during school and extended day and Recovery Model
- Coherent Curriculum and Differentiated Instruction used to meet the needs of diverse learners and to support identified standards in flexible groups
- Technology-related professional development integrating instruction/Technology Showcase School
- Full Service Learning Community with Faith-based Partnership, Ameri Corps, Naval Reserves, SOS and Family Literacy Program (Even Start Model) offering GED and ESL to adults

Hunley Park Elementary School

Mr. Michael Ard, Principal
 767-5914

2003 Absolute Rating: G 2003 Improvement Rating: A

School Highlights:

- School-wide World View Coordinator /Multi-culture program
- Math Enrichment Programs within a school day
- Budget for teacher-specified training: Conferences, AIMS, and Professional Literature
- After school tutoring for students who have experienced difficulty on the PACT
- Specific times to conference with 100% of our parents regarding student progress
- Weekly grade level meeting opportunities for teachers during the school day
- PACT Coach resource in grades 3 through 6
- Inclusion/mainstreaming model for students with special needs
- Technology upgrades to further enhance computer-assisted instruction
- Purchased 44 Dell computers during the 2003-2004 school year

Hursey Elementary School

Dr. Don Butler, Principal
 745-7105

2003 Absolute Rating: BA 2003 Improvement Rating: BA

School Highlights:

- America's Choice, our Turnaround Model
- Reading Recovery and Literacy Groups as an intervention model
- Sustained Professional Development Training Site Model
- Coherent Curriculum K-5th/Integrated Model Lessons/Differentiated Instruction
- Tutorial and Enrichment Groups/Integrated Software/Home-work Center
- Full Inclusion and Models for identified students
- One full-day Child Development Program (4-year-olds)/Early Intervention
- Project Read Staff Development Model (a complete Language Arts Program)
- Family Literacy Program (Mother/Father Read Model)
- Science Lab with Journal Writing

Ladson Elementary School ★ Palmetto Silver Winner ★

Dr. Roberta Papineau, Principal
 764-2225

2003 Absolute Rating: A 2003 Improvement Rating: A

- Ongoing analysis of PACT and other achievement data
- Shared decision-making and planning through the Accelerated Schools Project
- Continuing home/school communication using daily student planners
- Departmentalized structure for 5th and 6th grades
- Implementing multiage classes
- Piloting the SIP

(Standards in Practice) improve assessment ■ Received the Cornerstone grant to enhance school safety and services to students ■ Named South Carolina Healthy School Award winner ■ Implementing an after school tutoring and summer enrichment program ■ Added 79 Microsoft XP computers with read/write capability, 4LCD panels, 4 network printers, and a computer enhanced microscope

Lambs Elementary School

Ms. Janice Timko, Principal

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ Accelerated Schools Project member ■ Continuation of Reading and Math Renaissance programs ■ Quarterly Benchmark Testing ■ Grade level meetings and intra-grade level meetings focused on student achievement ■ Quality Teams focused on continuum of growth in math and writing ■ Focus on the Writing Process and Six Traits ■ Continued technology-related professional development ■ Continued tutoring programs

Midland Park Elementary

★ Palmetto Silver Winner ★

Mrs. Susan Miles, Principal

574-2183

2003 Absolute Rating: A

2003 Improvement Rating: A

School Highlights:

■ Addition of 2-full day CD classes ■ Upgrade of computer hardware and software in computer lab and all classrooms ■ Ongoing analysis of PACT data ■ Ongoing workshops for parents to interpret test data in the fall and to demonstrate strategies for meeting standards assessed on PACT in the spring ■ Continuation of after school program providing instructional services to students scoring Below Basic on PACT ■ Continued participation in School Improvement Grant with an emphasis on staff training in the areas of reading and behavior ■ Continued use of Rosetta Stone software to facilitate learning for ESOL students ■ Expansion of the HOSTS program to include the EDL component to better accommodate the ESOL students ■ Development of a series of parent workshops to enhance parenting skills and to improve the home/school relationship

Military Magnet Academy

Mr. Anderson W. Townsend, Principal

745-7102

2003 Absolute Rating: BA

2003 Improvement Rating: U

School Highlights:

■ Ongoing analysis of PACT data ■ Implementation of school-wide remediation/enrichment program ■ Assisted tutoring using Plato software ■ Continuation of before, after, and Saturday School tutorial ■ Continuation of Super Saturday program ■ Continuation of PACT night for parents ■ Ongoing Accelerated Reader and Independent Reader programs for all cadets ■ Ongoing professional development with emphasis on technology ■ Quarterly benchmark tests ■ Trained Military Tactical officers conduct instructional training to reinforce academic and basic military skills ■ Articulation between grade levels

Morningside Middle School

★ Palmetto Silver Winner ★

Ms. Judy Sherman, Principal

745-2000

2003 Absolute Rating: BA

2003 Improvement Rating: A

School Highlights:

■ \$5 million renovation, including six new science labs scheduled for completion April 2004 ■ Initiated Report Card Pickup Night in conjunction with a PTA meeting, Math and Science Night and the Book Fair ■ Addition of two wireless laptop labs ■ Addition of a computer lab for additional assistance in all content areas ■ Continuation of Math Remediation Teacher, Reading Enrichment and Remediation Teacher, Creative Writing ■ Computer Lab for enrichment and remediation and two Teacher Specialists provided by the State Department of Education ■ NCS/Success Maker computer lab (Year 3) ■ Accelerated Reader and Renaissance Math ■ Quarterly benchmark tests

North Charleston Elementary School (at McNair Campus)

Mr. Kevin Conklin, Principal

745-7107

2003 Absolute Rating: BA

2003 Improvement Rating: U

School Highlights:

■ Ongoing analysis of PACT data to target students' academic needs ■ Organized grade level meetings and common planning times ■ Scheduled computer lab periods focus on diagnostic and prescriptive skills analysis ■ Teacher assistant tutors employed to support individualized instruction ■ Graduate computer class and technology trainings for teachers ■ 50 computers purchased ■ Quarterly benchmark tests used to

2002-2003 SAT RESULTS

(cont. from page 12)

• Eleven (11) CCSD schools have seen gains over the previous year. They are:

Lincoln, up 151 points
Charlestowne Academy, up 85 points
St. John's, up 66 points
Baptist Hill, up 34 points
School of the Arts, up 32 points
North Charleston, up 28 points
West Ashley, up 20 points
Garrett Academy of Technology, up 19 points
Stall, up 16 points
Academic Magnet, up 13 points
Wando, up 12 points

• In addition, multi-year trending data shows that seven (7) CCSD schools are posting their highest scores in recent years:

Baptist Hill
School of the Arts
Charlestowne Academy
Lincoln
North Charleston
Wando
West Ashley

• CCSD students, who took the 20 or more credits in six academic subject areas, as recommended by the College Board, had an average SAT score of 1030, 64 points higher than the District average.



2003 PACT SCORES ANNOUNCED

The results for South Carolina and Charleston County School District for the fifth (Spring 2003) administration of the Palmetto Achievement Challenge Test or PACT were announced in September 2003. PACT is the assessment tool which measures progress toward the state's rigorous curriculum standards in grades 3-8 in four content areas: English/Language Arts (ELA), Mathematics, Social Studies, and Science.

Here are a few highlights from CCSD's 2003 PACT results:

- PACT results in CCSD virtually "mirror" those of the state in both ELA and math.
- CCSD continues to make substantial gains in Math with more students testing at Basic or better than ever before. Percentages of students testing Basic or better in Math range from 63.3% (at grade 8) to 81.3% (at grade 3). This is up from last year's range of 56.1% (at grade 7) to 72.4% (at grade 4).
- Gains in students testing Basic or better in Math since last year range from 2 percentage points (at grades 5 & 8) to 10.6 percentage points (grade 7) and represent the best math scores in 5 years since PACT testing began in 1999.
- ELA results in CCSD saw a decline in 2003 at all grade levels except grade 3, which remained virtually the same. ELA results for the state saw a similar decline. Percentages of students testing Basic or better in ELA range from 63.9% (at grade 5) to 81.6% (at grade 3). Drops in students testing Basic or better in ELA since last year range from 3.7 percentage points (at grade 7) to 8.1 percentage points (at grade 5).
- Educators, both locally here in Charleston County and at the state level, are puzzled by drops in five of six grades tested in ELA. One possible factor currently under consideration is test fatigue. Last spring was the first time Social Studies and Science Tests were administered as part of PACT, extending the testing period from 1 week to two. ELA testing was conducted during the second week. The Education Department has already announced its decision to move ELA testing to the beginning of the next test schedule (Spring 2004).

As information, PACT scores rate student performance in one of four categories: Below Basic, Basic, Proficient, and Advanced. PACT scores are key components in the state's annual School Report Cards that rate elementary and middle schools, as well as school districts, as Excellent, Good, Average, Below Average, or Unsatisfactory. Percentages of students scoring proficient or above on PACT are used to determine whether schools are making Adequate Yearly Progress or AYP, as mandated by the federal No Child Left Behind or NCLB Act.

PACT results for the state as well as individual school districts and schools are available on the State Department of Education's website at www.myschools.com

guide instruction ■ Professional development learning styles and literacy instruction ■ Continued reduction in discipline suspensions ■ After school homework center (daily)

North Charleston High School

Mr. J. Michael Peake, Principal

745 - 7140

2003 Absolute Rating: U

2003 Improvement Rating: BA

School Highlights:

■ Increased 28 points on the SAT during the 2002-2003 school year ■ Reestablished the SAT Preparatory Course for students ■ Added an SAT software program to computer labs for student use ■ Expanded the Homework Center to four days (Monday - Thursday) ■ Implemented Credit Recovery to improve graduation and promotion rates ■ Implemented an After School Enhancement Program for "At-Risk" Ninth Graders to prevent expulsions, decrease freshmen retention, and decrease freshmen drop-outs ■ Expanded direct involvement with Reading Specialist for students who need assistance in passing parts of the State Exit Exam (BSAP and HSAP) ■ Restructured the administration to include Assistant Principals for Instruction to monitor standards implementation, quality assessments, HSAP preparation, and quality lesson planning ■ Restructured the Ninth Grade Academy into pure teams and relocated classes to the third floor to promote a true Smaller Learning Community and assist first year students with transition to high school ■ Continued the Pathways Model which allows students to study and get "real life" experiences in the career area of their choice ■ Establish a Tenth Grade Academy during the 2004-2005 school year to build upon the Ninth Grade Academy's success and better prepare students for the new State Exit Exam (HSAP)

Pepperhill Elementary School

Ms. Amy Mims, Principal

767-5905

2003 Absolute Rating: BA

2003 Improvement Rating: U

School Highlights:

■ Diagnosis of individual student learning needs with emphasis on differentiated instruction ■ Focus on Literacy to include Literacy Coach in grades 1-3 ■ Writing Across the Curriculum with school-wide focus on Write Traits ■ Parent and Community Involvement Initiatives ■ Emphasis on character education, safe schools and bullying prevention ■ Inclusion delivery model of special education services ■ School-wide organizational restructuring to create high performance culture ■ Analysis of student assessment results to provide rigorous learning experiences for all students ■ Technology-assisted instruction in all K-5 classrooms ■ Early Childhood Initiative with full-day Child Development class in 2004-05

R. B. Stall High School

Mr. David V. Basile, Principal

764-2200

2003 Absolute Rating: U

2003 Improvement Rating: BA

School Highlights:

■ Awarded a Small Learning Communities Planning Grant and a Comprehensive School Reform Grant to implement *High Schools That Work* ■ Implemented a portfolio-based credit recovery opportunity for students with excessive absences requiring after school and Saturday attendance ■ Hired a Reading Specialist to facilitate the reading initiative, to work one-on-one with students needing assistance with reading, and to collaborate with teachers to improve reading instruction in their content area ■ Revitalizing the SIC, PTSA, Booster Clubs, volunteering opportunities, and business partnerships through increased parent and community involvement ■ Collaborating with feeder middle schools to ensure vertical alignment of programs and curriculum in order to create a seamless transition to high school ■ Implementing a 9th Grade Academy for school year 2004-05 to assist incoming 9th grade students with the transition to high school ■ Expanding the academy model to include a 10th grade academy in 2005-06 and a career cluster academy model by 2006-07 ■ Implementing a school-wide reading initiative and writing across the curriculum campaign ■ Expanding remediation programs in all core subjects with students who have academic weakness assessed on PACT, HSAP, or MAPS by providing student safety nets such as the homework center, SAT preparatory classes, pull out programs, and after school tutoring ■ Exploring the feasibility of utilizing PLATO software in a credit recovery program

Constituent District #9 (John's Island)

Dr. Doug Gepford, Interim Associate Superintendent

1825-B Camp Road • James Island, SC 29412 • (843) 762-2780

Angel Oak Elementary School

Mrs. Annette Sausser, Principal

559-6412

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ Accelerated Reader and Math programs ongoing ■ Computer Curriculum Corporation (CCC) Tutorial

Program for grades 1-5 ■ Regular Benchmark testing in grades 1 and 2 ■ Item Bank testing in all grades
■ After school tutorial program in grades 3, 4, 5 ■ Faculty study group on educating African American students with new instructional strategies as a result ■ Teacher professional library maintained and updated ■
First grade Family Nights ■ All school Math and Science Parent/Children nights ■ Hispanic parent liaison provides communication in Spanish and English to families and community

Haut Gap Middle School

Ms. Roberta Frasier, Principal

559-6418

2003 Absolute Rating: BA

2003 Improvement Rating: BA

School Highlights:

■ Implement Accelerated Schools Program ■ Participate in Foundations for Excellent Schools Project
■ Analyze disaggregated PACT data and involve SIC, staff, and parents in planning strategies to address identified needs ■ Implement staff development addressing *Instruction That Works*, ASCD journals, technology integration, building learning communities, addressing standards in all core subjects, and *Six Traits*
■ Continue to monitor correlation of assessments and instruction to Benchmarks and PACT ■ Offer after school programs focused on academic skills ■ Emphasize school-wide discipline plan ■ Provide additional support for students and families through Middle School Initiative and Communities in Schools programs
■ Coordinate school-wide programs in writing, reading, Latin vocabulary, and math ■ Schedule block math classes

Frierson Elementary School

Mrs. Vermelle Simmons, Acting Principal, 2003-04

Mrs. Blondell Adams, Appointed Principal, April 2004

559-1182

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ Emphasis throughout all grades on core subjects: Reading, Writing and Math ■ Made AYP (Adequate Yearly Progress) in 2003 ■ Two curriculum and instruction teacher-facilitators provided by SDE
■ Continuing Accelerated Reading and Accelerated Math Programs ■ New Dell computers
■ Lt. Governor's Writing Contest participants-three winners from Frierson ■ Teacher training: Write Traits and Renaissance Math ■ After school tutorial for students who scored Below Basic on PACT
■ Articulation between grade levels ■ Staff training in Curriculum Mapping

Mt. Zion Elementary School

★ Palmetto Silver Winner ★

Dr. Vashiti Washington, Principal

559-3841

2003 Absolute Rating: A

2003 Improvement Rating: A

School Highlights:

■ Ongoing analysis of PACT data ■ Use of Benchmark Test every nine weeks ■ After-school program for all grades ■ Special projects for proficient and advanced students ■ PTA and SIC support ■ Standards-based instruction and assessment ■ Great support from volunteers

St. John's High School

Mr. James Wright, Acting Principal

559-6400

2003 Absolute Rating: U

2003 Improvement Rating: E

School Highlights:

■ New student work initiative-monthly review of student work samples ■ Targeted SAT instruction including academic retreats and student workshops on test-taking strategies ■ Pull-out instructional program for BSAP remediation and HSAP preparation ■ Quarterly HSAP practice tests for students ■ State team (Principal Leader, Curriculum Specialist, Teacher Specialists) on site 03-04 and 04-05 ■ Intensive bi-weekly SIP (Standards in Practice) meetings ■ Implementation of MAPs testing as pilot in 03-04; full implementation for grades 9 and 10 in 04-05 ■ Planning implementation of 9th grade Academy for 04-05
■ Involved with Charleston Futures and Foundation for Excellent Schools initiatives to improve matriculation to colleges by providing tutoring, mentoring, practice tests, field trips and parent nights

Charleston County School District Constituent Boards

ST. JOHN'S CONSTITUENT DISTRICT #9

Mrs. Ruth Evans, Chair

Mrs. Rena B. Bligen, Vice Chair

Mrs. Elizabeth Coaxum

Mr. Josh Gadsden

Mr. Eric L. Mack

Rev. Calvin Morris

Mrs. Andrea Murray

Accelerated Schools Project

Five Charleston County Schools will join the Accelerated Schools Project this fall. The Accelerated Schools Project is a National School Reform Model that is based out of the University of Connecticut. This school reform model supports systemic change in schools by providing on-going professional development, on-site coaching, and organizational realignment to support learning in the classroom.

These newly identified schools will join four Charleston County Schools already in the project. The College of Charleston is also a partner with the Accelerated Schools Project. For further information about Accelerated Schools, please contact Dr. Doug Gepford, Interim Associate Superintendent, Districts #3 and #9.



Charleston County School District Constituent Boards

ST. ANDREW'S CONSTITUENT DISTRICT #10

Mr. Rodney L. Lewis, Chair
Mr. Russell K. Johnson, Vice Chair
Ms. Edythe T. Haynes
Ms. Jana K. Delli-Gatti
Vacant (1 seat)

Constituent District #10 (West Ashley)

Dr. Patricia A. Smith, Interim Associate Superintendent
Mr. Michael F. Tolley, Interim Associate Superintendent
725 Wappoo Road • Charleston, SC 29407 • (843) 763-1500

Ashley River Creative Arts Elementary School

Ms. Jayne K. Ellicott, Principal
763-1555

2003 Absolute Rating: G 2003 Improvement Rating: U

School Highlights:

■ Palmetto's Finest School, 2002; Kennedy Center Creative Ticket School of Distinction, 2003; Kite Foundation Endowed Gift, 2003 ■ Model School for Project ARTISTIC Grant 2002-2004 ■ Teaching K-8 Featured School, March 2003 ■ Schoolwide Reading Program with Write Traits Implementation ■ Arts-based integrated curriculum ■ Technology-based instruction based on national standards ■ Hands-on math and science curriculum ■ School-wide character development ■ Nationally certified after school program ■ 10 National Board Certified Teachers

Oakland Elementary School ★ Palmetto Gold Winner ★

Mr. Earl N. Choice, Principal
763-1510

2003 Absolute Rating: A 2003 Improvement Rating: E

School Highlights:

■ Collaborated with district schools to provide staff development in mathematics ■ Provided math teacher for 3rd & 4th grades below basic students and students experiencing difficulties in math ■ Participated in Curriculum Calibration in all areas school-wide ■ Purchased books to support classroom libraries and to enhance the media center collection ■ Participated in Project Artistic, a federal grant program to infuse arts into the curriculum ■ Participated in Project Inquiry training for 3rd and 4th grade teachers in science and math ■ Conducted quarterly benchmark testing and daily PACT-like assessment using the CMS item bank ■ Conducted Vertical Articulation Meetings to coordinate and plan across grade levels and subject areas ■ Implemented Six Traits of Writing school-wide ■ Received Comprehensive School Reform Grant to implement CompassLearning, Computer Assisted On-line Instructional Program

Orange Grove Elementary School ★ Palmetto Gold Winner ★

Mr. Larry DiCenzo, Principal
763-1520

2003 Absolute Rating: E 2003 Improvement Rating: E

School Highlights:

■ Recipient of Excellent absolute ratings on SC School Report Cards for the past three years ■ Strong parent support ■ National Blue Ribbon School ■ Palmetto's Finest School ■ Recognized by the SC Education Oversight Committee as a SC HUG school for student achievement ■ Deregulated school by SC Department of Education ■ Recipient of grant for second grade book clubs totaling \$6,000

St. Andrew's School of Math and Science ★ Palmetto Gold Winner ★

Mrs. Kay Schwitz, Principal
763-1503

2003 Absolute Rating: E 2003 Improvement Rating: G

School Highlights:

■ Prepare students to succeed in life ■ Teach students to understand and use Life Skills ■ Blend all academic instruction together to be more like real life and make all instruction logical, following a coherent curriculum ■ Teach all students the expected curriculum at the same time ■ Adjust all instructional strategies to meet every students' needs ■ Help all students achieve academic success ■ Guarantee that every student knows he can succeed ■ Encourage students, parents, staff, and community partnerships in developing and implementing school improvement ■ Implement The Charleston Plan for Excellence

Springfield Elementary School

Dr. Jackie Dingo, Principal
763-1538

2003 Absolute Rating: G 2003 Improvement Rating: BA

School Highlights:

■ Charleston County Technology Showcase School ■ 11 Nationally Board Certified Teachers ■ Met No Child Left Behind Adequate Yearly Progress ■ Outstanding Parental Support and PTA Participation



Stono Park Elementary
 Ms. Stephanie Strous, Principal
 763-1507

2003 Absolute Rating: E 2003 Improvement Rating: U

School Highlights:

■ PACT scores (for Basic and above) that surpass the state and district ■ Recognized by the SC Education Oversight Committee as a SC HUG school for student achievement ■ One of the 14 schools in the district to meet AYP (Adequate Yearly Progress) ■ Recognized by the Charleston Community of Readers as exemplary since the inception of the award ■ Full-day Kindergarten and Child Development classes for early intervention ■ Reading Recovery instruction for first graders ■ Science extension classes for grades one and two ■ Word processing, reading and math instruction via lab and classroom computers for third and fourth grades ■ Positive, welcoming environment for students, families, community members and staff with an open door policy, parent workshops and conferences ■ Focus on the importance of both school-wide and individual student achievement

West Ashley Intermediate School

Mrs. Aidra Shaw, Interim Principal
 763-1533

2003 Absolute Rating: A 2003 Improvement Rating: U

School Highlights:

■ Technology integration ■ Athletic Programs ■ Informative school website ■ Standards-based instruction ■ Robotics lab ■ Tutorial for all students ■ Foreign Language ■ Fine Arts program (strings, band, and drama) ■ School-wide curriculum integration ■ Intervention and Prevention programs to ensure a safe and orderly school

West Ashley Middle School

Dr. Melanie G. Reynolds-Murphy, Principal
 763-1546

2003 Absolute Rating: A 2003 Improvement Rating: U

School Highlights:

■ Provide enrichment and remediation to identified students through a computer lab model ■ Implement "Standards Across the School" focusing on the South Carolina Curriculum Standards ■ Expand collection of high interest/low level reading materials through the Media Center and classroom libraries ■ Provide reading instruction with a reading specialist to identified students ■ Implement a school-wide discipline incentive program ■ Expand student support services including mentoring, anger management, study skills, time management, and organizational skills ■ Implement a school-wide anti-bullying program ■ Implement "true teams" of the middle school concept focusing on learning communities ■ Modify the master schedule to ensure daily instruction in the core courses by highly qualified teachers ■ Provide professional development opportunities focusing on the integration of technology and effective instructional strategies

West Ashley High School

Mr. Robert Olson, Principal
 573-1201

2003 Absolute Rating: G
 2003 Improvement Rating: N/A (not available until issuance of 2004 School Report Cards)

School Highlights:

■ Comprehensive academic programs at all levels ■ Recovery programs available for low achievers ■ Integration of technology in instruction ■ Academies in special areas including: Creative and Performing Arts, Information Technologies, Pre- engineering, and Business/Marketing ■ State-of-the-art facility ■ Diverse school population reflective of the Charleston community ■ Extensive cocurricular and extracurricular programs ■ Competitive athletic programs in the AAAA Division ■ SACS accredited

CE Williams Middle School for Creative and Scientific Arts

Ms. Judith Peterson, Principal
 763-1529

2003 Absolute Rating: G 2003 Improvement Rating: U

School Highlights:

■ Annual goals emphasize arts' integration (Project ARTISTIC), shared decision-making, standards alignment, and academic growth for students and staff ■ Continuing student academic support through Arts and Academic After-School Program, Saturday Scholars, Gear-Up and SOS ■ Continuation of Project ARTISTIC opportunities such as Jr. Intermezzo Club, artist-in-residencies, and school-wide performances ■ 90-minute classes for ELA and math for all grade levels ■ Continued implementation of NCS programs for academic skill enrichment ■ Establishment of two small (12-14 students) math classes for 6th and 8th grade students and one small (8 students) ELA class for 7th grade students in an effort to strengthen academic skills ■ Continued implementation and development of the action lab in anticipation of establishing a

Charleston County School District - At A Glance

Charleston County School District (CCSD) is a unique blend of urban, suburban and rural schools spanning 1,000 square miles of coastal South Carolina.

With more than 44,000 students and 7,000 employees, CCSD is the second largest school system in the state and one of the area's top employers.

Number of Schools	79*
Elementary	44
Middle	15
High	11
Combination	4
Charter	5

*Includes 16 magnet schools and programs

Student Population.....43,814
 (10-day enrollment; includes CD, ECD, & Charter)

Students Served in Special Education14%

2003 SAT Scores

All students taking SAT test.....	966
Verbal	488
Math.....	478

Students who took the 20 or more academic courses recommended by the College Board1030

Scholarships Received by 2003 Graduates\$26,229,442

of 2003 High School Graduates1,937

After Graduation, % Entering:

2 & 4 Year Colleges	81%
Military	5%
Employment/Other	14%

Total District General Operating Budget

2003-2004.....	\$265,571,797.00
0.27% Federal	\$706,167.00
32.75% State	\$86,985,969.00
60.49% Local	\$160,635,167.00
6.49% Other	\$17,244,494.00

Projected Per Pupil Expenditures 2003-2004.....\$6,337.76

Average Teacher Salary

(Masters Degree + 13 yrs. experience)\$41,937.00

Racial Composition of District.....56% Black
 40% White
 4% Other

Free and Reduced Lunch47% Free
 7% Reduced

(Based on 2003-2004 School Year Data)

Charleston County School District Constituent Boards

DOWNTOWN CHARLESTON CONSTITUENT DISTRICT #20

Mr. Marvin Stewart, Chair
Ms. Mauri Haynes-Jones, Vice Chair
Mr. Christopher Ellis
Ms. Linda Miller
Ms. Candii Scott
Vacant (2 seats)

Constituent District #20 (Downtown Charleston)
Mr. Michael F. Tolley, Interim Associate Superintendent
75 Calhoun Street • Charleston, SC 29401 • (843) 937-6598

Buist Academy for Advanced Studies ★ Palmetto Gold Winner ★
Mrs. Sallie Ballard, Principal
724-7750

2003 Absolute Ratings: E, E (elementary and middle, respectively)
2003 Improvement Ratings: G, G (elementary and middle, respectively)

School Highlights:

■ Won first place in level II (7th/8th) in Quest, an academic tri-county competition ■ Added 17 computers to classrooms and lab between March 2003 and March 2004 ■ Initiated Friday Club beginning in September for student assistance in preparation of state testing ■ Won 30 of a possible 69 awards in the World Languages Festival in Charleston ■ Engaged 150 students (K through 8) in the “ABC” Basketball intramural league on 12 consecutive Saturdays in the Fall ■ Performed 1st musical on the refurbished state-of-the-art stage, which used spot lights and new sound system ■ Won 1st place in “Student Challenge,” a local competition in Science sponsored by Post and Courier (April, 2003) ■ Separated males and females in ELA and Math in 7th/8th grades to increase learning (research-based) ■ Added two more Nationally Certified teachers ■ Conducted first “Portfolio Night” in grades K through 8

Burke High School

Ms. Blondelle C. Gadsden, Interim Principal
579-4815

2003 Absolute Rating: U 2003 Improvement Rating: BA

School Highlights:

■ Implemented school-wide tutorial for BSAP and HSAP preparation ■ Ongoing data analysis comparing 8th grade PACT scores to 10th grade BSAP scores ■ Ongoing analysis of BSAP results ■ Expansion of career clusters ■ Teacher training in the use of E-Chalk ■ Renovated Fine Arts Building to include broadcast studio, choral room, and video production studio ■ Upgraded technology for 9th Grade Academy ■ Staff trained to use Write Straits Writing Process ■ Implemented Standards in Practice training

Charleston Progressive Academy

Mrs. Brenda W. Williams, Principal
720-2967

2003 Absolute Rating: G 2003 Improvement Rating: BA

School Highlights:

■ Met 100% of Adequate Yearly Progress (AYP) Standards ■ Awarded Comprehensive School Reform Demonstration Grant ■ Implementation of staff development goals on a continuous basis ■ Implementation of quarterly benchmark testing ■ Implementation of SC Curriculum Standards alignment and integration ■ Implementation of Integrated Thematic Instruction ■ Implementation of Saturday PACT classes in cooperation with Human Resources for District #20 Schools ■ Active and involved School Improvement Council and Parent Teacher Organization

Wilmot J. Fraser Elementary School

Ms. Jeanette Whaley, Principal
724-7766

2003 Absolute Reading: BA 2003 Improvement Rating: U

School Highlights:

■ Awarded 3-year Reading First Grant ■ Purchased and installed New NCS Computer Lab ■ Provided training and support for all faculty and staff in the NCS lab ■ Provided training and support for all faculty and staff in Six Traits Writing ■ Purchased Six Traits Writing Kits for all grade levels ■ Purchased Accelerated Reader Books and Test Disk for media center ■ Provided training for teachers on CCSD Test Item Bank Assessment ■ Participated in District #20 Benchmark Testing ■ Provided teachers with CCSD Pacing Guide ■ Utilized Student and Class Profile Sheets to analyze test data by teachers

Memminger Elementary School

Ms. Ann Oplinger, Principal
724-7778

2003 Absolute Rating: A 2003 Improvement Rating: U

School Highlights:

■ Analysis of data using Schoolwide Norming project, MAT benchmarking, and PACT to make instructional decisions ■ Continuation of Comprehensive School Reform Demonstration grant to provide diagnostic information using STAR Reading, STAR Math and DIBELS Early Literacy and to provide instructional



support using Accelerated Reading, Accelerated Math and Accelerated Vocabulary ■ Continuation of Reading Recovery for first graders and Reading Recovery extension for second graders ■ Implementation of small group instructional programs for Below Basic students in grades 3-6 using Carbo reading to improve fluency, Kamiko software to improve math application and problem-solving skills, and Soar to Success to improve reading comprehension ■ Implementation of staff development in Write Traits, Standards In Practice, Curriculum Calibration, and Item Bank Analysis to improve instructional practices in all classrooms ■ Continuation of Project ARTISTIC grant to implement arts infusion in all classrooms ■ Implementation of Morning Meeting practices in all classrooms to improve environment ■ Continuation of PACT Parenting Workshops before PTA

Mitchell Elementary School

Ms. Anne Goodman, Principal

724-7262

2003 Absolute Rating: BA

2003 Improvement Rating: U

School Highlights:

- Generating reports with the Renaissance Model, Success Maker, Benchmark tests and DIBELS for data analysis
- Continuation of tutorial program for students scoring Below Basic on PACT including the Homework Center, Saturday Program, SOS
- Examination on classroom assignments and assessments with Standards in Practice
- Allowing students to work within small groups for immediate intervention on targeted standards
- Aligning student objectives to grade level standards, scope and pacing of curriculum material, and instructional strategies that lead to improved student achievement through Curriculum Calibration
- Feedback to teachers weekly on lesson plans to ensure lessons are aligned with the state standards and pacing guide
- Ongoing professional development in Renaissance, Write Traits, Technology, and District requests
- Using Running Records to identify and analyze the phonetic, syntactic, and semantic miscues that students make when they read aloud
- Developing and monitoring Academic/Success Plans
- Improving PACT scores through student Performance Action Plans

Rivers Middle School

Mrs. Cheryl Bennett, Principal

724-7789

2003 Absolute Rating: U

2003 Improvement Rating: U

School Highlights:

- Use of benchmark testing system with data analysis
- Ongoing professional development for teachers on best instructional practices
- Partnership with Edison Schools for academic excellence
- Participation in the 21st Century after school program and Title I supplemental service programs
- High school course credit in Algebra I, Keyboarding and Spanish
- Teaming to address student academic performance and social needs
- Counseling in career education
- Organized extracurricular student activities

James Simons Elementary School

Ms. Martha L. Hodges, Principal

724-7763

2003 Absolute Rating: A

2003 Improvement Rating: BA

School Highlights:

- Ongoing analysis of PACT Data
- America's Choice Reform School
- Ongoing professional development
- MAPS Pilot School
- Networked computers in all classrooms
- FOSS Science Kits
- Afterschool/Saturday Tutorial Programs
- Community/Faith Based Connections
- Active Parent Training Programs
- Community of Readers Home School Award Winners
- Community School Site
- Various extracurricular activities

Constituent District #23 (Hollywood, Edisto, Ravenel)

Dr. Patricia A. Smith, Interim Associate Superintendent

7226 Highway 162 • Hollywood, SC • (843) 889-2291

Baptist Hill High School

Mr. James Winbush, Acting Principal

889-2276

2003 Absolute Rating: U

2003 Improvement Rating: BA

School Highlights:

- 9th Grade Success Academy (Johns Hopkins model)
- Staff training (provided by Johns Hopkins in addition to ongoing school staff development)
- Teacher Cadet Program
- After school Homework Center
- Saturday school-wide Academic Conferences
- Revitalization of Concert/Marching Band (after fifteen years)
- Blue Star Honor Unit awarded to Army JROTC
- Award-winning Step Team
- Annual Back-to-School Celebration/Parent and Student Night
- School-wide Student Incentive Program (Bobcat Dollars)
- Host school for Title I Parent Advisory Council Meetings and Title I Planning and Training Annual Community Breakfast Meeting

CCSD Partnership with Edison Schools

A component of the Charleston Plan for Excellence to improve student achievement and to meet the academic standards required by No Child Left Behind (NCLB) is the implementation of research-based Turnaround Models that increase the achievement of all students.

Founded in 1992, Edison Schools is the nation's leading partner with public schools and school districts, focused on raising student achievement through its research-based school design, uniquely aligned assessment systems, interactive professional development, integrated use of technology and other proven program features.

Edison Schools Inc. now manages 130 schools serving approximately 67,000 students in 20 states and the District of Columbia. Edison is currently the 50th largest school system in the U.S. Eighty-six percent of this student population is minority and 76% are eligible for free or reduced-price lunch, the federal government's indicator of economic disadvantage in schools. Edison serves over 132,000 students in various academic programs through its four business channels: District Partnerships, Charter Partnerships, Tungsten Learning, and Newton Learning.

At an average rate of 6 to 7 percentage points per year, Edison students are improving on standardized tests at more than twice the average rate of students in comparable schools throughout the country.

At its February 23, 2004 meeting, the Board of Trustees approved a five-year partnership between CCSD and Edison Schools. The nine CCSD schools involved in this partnership include:

Brentwood Middle (District #4)

Sanders-Clyde Elementary & Rivers Middle (District #20)

Blaney Elementary, Ellington Elementary, Jane Edwards Elementary, Minnie Hughes Elementary, Schroder Middle & Baptist Hill High (District #23).

Charleston County School District Constituent Boards

ST. PAUL'S CONSTITUENT DISTRICT #23

Mr. LeRoy Seabrook, Chair
 Ms. Ethel Cobb, Vice Chair
 Ms. Celestine Harris
 Mr. Sammy Hiott
 Mrs. Shanta Barron Millan
 Ms. Martha Miller Edwards
 Mr. Kary Poinsette

SC PALMETTO GOLD & SILVER SCHOOLS ANNOUNCED

In December 2003, the State Department of Education announced the 2003-2004 school winners in its Palmetto Gold & Silver annual awards program. A total of 306 schools across the state earned cash awards recognizing high levels of academic achievement and high rates of student academic improvement.

Charleston County School District is pleased to acknowledge 21 school winners (17 - Gold and 4 - Silver) that will receive cash awards totaling \$123,032.

CONGRATULATIONS to the faculty and staff, students and parents at the following schools:

Wando High - Gold
Harbor View Elementary - Gold
Ladson Elementary - Silver
Midland Park Elementary - Silver
Morningside Middle- Silver
Mt. Pleasant Academy - Gold
Moultrie Middle - Gold
Oakland Elementary - Gold
Orange Grove Elementary - Gold
St. Andrew's Elementary - Gold
Sullivan's Island Elementary - Gold
Whitesides Elementary - Gold
J.B. Edwards Elementary - Gold
Buist Academy - Gold
Mt. Zion Elementary - Silver
Belle Hall Elementary - Gold
School of the Arts - Gold
Academic Magnet High - Gold
Charlestowne Academy - Gold
Pinckney Elementary - Gold
Cario Middle - Gold

**Dr. Maria L Goodloe,
Superintendent of Schools
Charleston County School
District
75 Calhoun Street
Charleston, SC 29401
(843)937-6300
www.ccsdschools.com**

C. C. Blaney Elementary School

Ms. Cindy Smalls, Principal

889-3992

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ School-wide Intervention period three days a week (Mondays, Wednesdays, and Fridays) ■ In-school tutorial program for all Below Basic Students ■ Daily recital of student positive pledge ■ Learning for Life Character Education Program ■ Ongoing professional development in instructional best practices ■ Art-Infused Curriculum ■ Mayor's SOS after school tutorial program ■ Enrichment for Proficient and Advanced students ■ Successmaker Computer Assisted Instruction ■ Met AYP Met in 2003

Jane Edwards Community School

Ms. Melissa Vandewiel, Principal

559-4171

2003 Absolute Rating - A, BA (elementary and middle, respectively)

2003 Improvement Rating: BA, BA (elementary and middle, respectively)

School Highlights:

■ Edison Schools School Reform Initiative ■ Jump Start program for gifted and advanced students ■ Targeted assistance program for students scoring Below Basic on PACT ■ 6-Traits Writing training for teachers ■ Science notebook training for teachers ■ Reading Recovery for first graders ■ Quarterly benchmark tests and analysis of data to plan instruction ■ Homework help center ■ Head Start program for 3-year-olds ■ Accelerated Schools Plus School Reform Initiative

E. B. Ellington Elementary School

Mrs. Karen M. Hollinshead-Brown, Principal

889-9411

2003 Absolute Rating: A

2003 Improvement Rating: BA

School Highlights:

■ Cunningham's Four Blocks Model ■ Reading Recovery Program ■ FOSS kits for hands-on science ■ Technology Integration ■ Continuous staff development for teachers and staff ■ Remediation/Benchmark Block ■ Computer-assisted instruction in reading and math ■ Quarterly benchmark tests ■ Accelerated Reader ■ Full-day Child Development Program ■ Year Long Comprehensive Remediation - after school tutoring ■ Edison Model ■ Comprehensive School Reform Grant - Co-nect ■ Six Traits Writing Model ■ Literacy Coach ■ South Carolina Reading Initiative Study Group ■ New Success Maker Lab

Minnie Hughes Elementary School

Ms. Marguerite S. Middleton, Principal

889-2976

2003 Absolute Rating: A

2003 Improvement Rating: U

School Highlights:

■ Ongoing analysis of PACT scores analysis ■ Monthly benchmark tests ■ School Improvement Council involvement and frequent review of progress ■ Parent involvement activities to improve parenting skills and literacy experiences through monthly Preschool Club meetings (preK-2) and Family Reading Nights (all grades) ■ School focus of writing supported by Six Traits, Write Traits, and 4-Blocks instruction ■ 4-Blocks Language Program used in grades 1-5, Building Blocks Program used in kindergarten, and High Scope Program used in child development program ■ Staff sharing and collaboration emphasized through informal peer coaching ■ Staff development focused on integrating technology into instructional programs ■ Science notebooks implemented with appropriate trainings for teachers ■ Comprehensive remediation program, computer assisted instruction (SuccessMaker), reduced class sizes, and after-school tutorials provided for students performing below grade level

R.D. Schroder Middle School

Dr. Patricia S. Cooper

889-2391

2003 Absolute Rating: BA

2003 Improvement Rating: U

School Highlights:

■ Quarterly benchmark testing ■ Ongoing analysis of benchmark testing and PACT results ■ Team meetings to develop strategies to improve student-performance ■ Weekly Instructional Tests (WITS) ■ Standards-driven planning and instruction ■ "Standards In Practice" process utilized during team meetings ■ Staff training in Strategies That Work and 6 Write Traits ■ Use of Plato (Computer Assisted Instruction) to address student-needs in reading and mathematics ■ After school tutorial and homework centers ■ Evening book club and computer classes for parents

Sanders-Clyde Elementary School

Serving Constituent District #20

Ms. MiShawna Moore, Principal

724-7783

2003 Absolute Rating: U

2003 Improvement Rating: U

School Highlights:

- Selected as an “America’s Promise School”
- Selected the 90/90/90 model by Douglas Reeves as our vision
- Awarded the SC Reading First Grant
- Selected Edison as our reform model
- Continuation of targeted staff development
- Upgraded the NCS Successmaker Lab to provide remediation/acceleration for students
- Continuation of tutorial program (during and after school) for students scoring Below Basic
- Continuation of enrichment program for students scoring Basic or above
- Make data driven instructional decisions to ensure high performance
- Provide 80-minute common planning time for vertical/horizontal articulation weekly

NOTE: This information for Sanders-Clyde was inadvertently omitted from the Charleston County School District’s *Annual Report to the Community*, which appears as a special insert in today’s paper. We apologize for the error.

