



## ENGAGING CREATIVE MINDS (ECM) SOLICITATION FOR INTEREST IN PARTNERING WITH CCSD TO IMPROVE STUDENT WELL-BEING AND ACADEMIC SUCCESS USING ARTS INTEGRATION PROGRAM & CULTURE SUPPORT DURING THE SCHOOL YEAR & SUMMER

### **SECTION 1:**

#### **A**

ENGAGING CREATIVE MINDS (ECM)  
PO BOX 31875  
CHARLESTON, SC 29417  
843-277-2016  
CONTACT: ROBIN BERLINSKY; EXECUTIVE DIRECTOR  
Robin@engagingcreativeminds.org or 843-277-2016

#### **B**

Engaging Creative Minds (ECM) is a **501c3 established in June 2012** to provide **EQUAL ACCESS AND OPPORTUNITY** for all students to experience hands-on learning through **THE ARTS**. In January 2013, ECM **launched in-school arts integration programs** in grades 3-5 in eight Charleston County Schools (list attached). In June 2014, ECM **launched the Summer STEAM Institute®** to serve diverse students and prevent summer learning loss. Our work is modeled after Big Thought in Dallas, Texas and the Kennedy Center's definition of Arts Integration.

#### **C**

**OUR TEAM:** 62.5% of ECM staff are former certified teachers with a combined **102** years teaching experience. Below are staff bios for our Education Leadership Team:

##### **EXECUTIVE DIRECTOR**

##### **ROBIN BERLINSKY, M.Ed**

Berlinsky has had a distinguished career in education. Since receiving an undergraduate degree in Psychology from St. John Fisher College in Rochester, New York, Berlinsky went on to obtain a Master's Degree in Elementary Education with a concentration in Teaching Reading from The Citadel and then became influential in South Carolina education. A former 1<sup>st</sup> and 5<sup>th</sup> grade teacher at Ashley River Creative Arts Elementary School and the first Director of Education at the Children's Museum of the Lowcountry, Berlinsky is also a board member for Palmetto State Arts Education and is a member of the Education Advisory Board for The Gaillard Auditorium and The Historic Charleston Foundation Education Advisory Council. In

2014 she served on the South Carolina Arts Commission Arts Education Task Force to respond to new research and the new climate for education and arts education reform in South Carolina. She is an annual presenter on summer learning loss prevention at the National Summer Learning Association and Beyond School Hours with Foundations, Inc. conferences. Berlinsky is an adjunct faculty member with the College of Charleston School of Education, Health and Human Performance since 1996 and is co-author of the 6<sup>th</sup> edition (Published by Pearson: due out in January 2020) of the textbook, "Creating Meaning Through Literature and the Arts; Arts Integration for Classroom Teachers" with Claudia E. Cornett and Susan Antonelli.

#### **DIRECTOR OF EDUCATION | IN-SCHOOL PROGRAMS**

##### **SUSAN ANTONELLI, M.Ed. NBCT**

Antonelli received a Bachelor's Degree from Clemson University in Early Childhood and Elementary Education as well as a Master's Degree in School Administration from The Citadel. Antonelli specializes in the area of arts integration. She began her career as a third grade teacher at Ashley River Creative Arts Elementary School where she earned her National Board Certification as a Middle Childhood Generalist and won the school's Teacher of the Year award. In recent years she has served as an educational consultant, federal grant director, adjunct faculty member with the College of Charleston School of Education's Office of Professional Development, and instructor for the state-wide "Creative Teaching Institute." She has also taught arts integrated residencies in several local schools as well as graduate level courses for school faculty on the topic of arts integration and literacy. She is co-author of the 6<sup>th</sup> edition (Published by Pearson: due out in January 2020) of the textbook, "Creating Meaning Through Literature and the Arts; Arts Integration for Classroom Teachers" with Claudia E. Cornett and Robin Berlinsky. Mrs. Antonelli is passionate about closing the "opportunity gap" in Charleston County and has experienced the power of the arts to engage children and families while making major impacts on academic, emotional, and social development.

#### **DIRECTOR OF EDUCATION | OUT-OF-SCHOOL PROGRAMS**

##### **JUDITH TROTTER, MAT, NBCT**

Trotter received a Bachelor's Degree in Spanish and a Master's Degree in Early Childhood Education from the College of Charleston and is Nationally Board Certified as a Middle Childhood Generalist. She has also worked as a Reading Coach, teacher of Child Development through fifth grade, Teacher on Special Assignment with a Federal Grant, and served on the faculty at the College of Charleston.

Recently Mrs. Trotter worked as a Literacy Specialist for the South Carolina Department of Education. As a state employee, she was involved in attending, planning and implementing Literacy plans across the state. She was also tasked with observing, supporting, and documenting Read to Succeed Camps during the summer. In May 2019, Trotter resigned from the State Department of Education to launch ECM's Literacy-Rich Summer STEAM Institute® camp at Sanders-Clyde Elementary.

## **D**

### **Group's philosophy regarding education and student achievement; and educational/curricula used in schools**

A March 2019 Policy Brief written by Mary Dell'Erba, Senior Project Manager, Education Commission of the States reports, "Education in science, technology, engineering and mathematics (STEM) has captured the attention of state policymakers who are **concerned about**

**preparing students for an evolving workforce.** By 2030, **Institute for the Future** estimates that 85% of the jobs that today's K-12 learners will be doing haven't been invented – **demanding a workforce that is creative and prepared to respond innovatively to real-world problems.** ECM's believes in the importance of addressing these concerns with a hands-on **STEAM approach to teaching in which the arts are added to STEM so ALL STUDENTS HAVE EQUAL ACCESS AND OPPORTUNITY** to participate in **innovative and critical thinking and creative problem-solving using a rigorous and engaging instructional approach that meets objectives in all subject areas.**

We believe ALL children should be excited to come to school and that all teachers should be providing a safe learning environment for students to take risks and be curious about the world around them. Learning should be fun and students should WANT to come to school every day.

This paper will highlight ECM's proven track record of **implementing and managing successful interdisciplinary approaches using STEAM and Arts Integration** to produce significant, sustainable achievement results for ALL students and certified teachers with whom we work. We will provide data from 2013 through 2019 external evaluation reports and 2019 summer standardized reading assessments. **We are entering our 7<sup>th</sup> year of operations and are eager to continue evaluating and sharing the effectiveness of our scalable and sustainable programs and culture/climate transformations.**

**ECM's SUMMER STEAM INSTITUTE® LITERACY-BASED CURRICULUM PREVENTS SUMMER LEARNING LOSS IN SOUTH CAROLINA USING ARTS INTEGRATION AND SCHOLASTIC LIT CURRICULUM:**

1. Student scores **significantly increased for children of poverty** when engaged in ECM's 6-week Summer STEAM Institute®:
  - a. **95.3% of Sanders-Clyde** campers who participated in ECM's 2019 six-week summer arts/literacy camp experienced **NO SUMMER LEARNING LOSS.**
  - b. **58.54%** of those same campers **INCREASED THEIR READING SCORES.**
2. Attendance was reported at **100% attendance** at ALL four summer camp locations (College of Charleston, Sanders-Clyde, Allendale, Barnwell) for the entire 6 weeks.
3. **ALL** four summer camp locations reported **little to no disruptive behaviors.** Christina Snider, Principal of Blackville-Hilda High School in Blackville, South Carolina says this about our Summer STEAM Institute®, "Barnwell 19/Blackville STEAM camp was a tremendous success during the 2018 summer. **Our student enrollment never dropped the entire camp duration. Students that attended camp did not regress on their Fall MAP testing. Students were able to retain and even increase their MAP scores in Reading and Math.**"

**ECM'S IN-SCHOOL ENGAGED LEARNING EXPERIENCES (ELEs) RAISE ACHIEVEMENT IN ALL CONTENT AREAS AND PROVIDE TEACHERS WITH ON-SITE PROFESSIONAL DEVELOPMENT:**

ECM is a scalable **SYSTEM** where teachers participate as learners alongside their students while the ECM Instructors teach the lessons. This cost effective on-site professional development strategy saves time and money. Because the teachers are participating as learners they gain new and effective arts integration teaching strategies and no instructional time is lost for Professional

Development (PD). The PD happens naturally IN THE CLASSROOM. ECM's newest partnership with the South Carolina Department of Commerce connects local workforce to classrooms so students can learn about career opportunities while **UNDERSTANDING WHY** they are learning the STEAM content. This system is a change from more traditional educational systems in that we use an interdisciplinary approach that encourages **collaboration, critical thinking, creativity and communication** using rigorous educational teaching strategies that directly support the **SC Department of Education Curriculum Standards in all content areas**. ECM Instructors teach MULTIPLE CONTENT in a fun and meaningful way, with certified teachers participating as learners, using the **Scientific Process AND the Creative Process** combined to reflect today's world. For example, an ECM 5<sup>th</sup> grade experience may look like this: To understand Matter and Mixtures students and their teacher would design and test methods in a lab to separate mixtures. They collaborate with their lab partners to test and then record methods like filtration, sifting, attraction to magnets, evaporation, chromatography, or floatation. Rather than ending the lesson here with an end of chapter test, the students and teachers would take it a step further using the STEAM (science, technology, engineering, arts, math) philosophy to choreograph and perform the corresponding dance demonstrating exactly how mixtures are formed and separated in different physical ways and then a chemist from Ingevity would come to the classroom to answer specific questions about mixtures and demonstrate how she uses chemistry in her career. Use this link for more information about STEAM from the Arts Education Partnership and Education Commission of the States: <https://www.ecs.org/wp-content/uploads/STEAM-Infographic.pdf>

## **SECTION 2:**

### **E**

#### **Number and size of elementary, middle and/or secondary schools under management currently or previously; locations of schools; academic achievement and growth; and student retention data**

Attached is a spreadsheet of CCSD schools served since our launch in January, 2013. FORMAL EVALUATION has been conducted by external evaluators at various touch points throughout the 2013-2019 school years and a sample of those results and the schools evaluated are below.

#### **ACADEMIC ACHIEVEMENT (SUMMER 2014-2019):**

ECM evaluated two summer camps using Measures of Academic Program (MAP) scores for Reading and Math and The Fountas and Pinnell (F&P) Benchmark Assessment for Reading:

- **2019: (F&P): 95.3% of Sanders-Clyde Elementary** campers who attended ECM's six-week summer camp at their school experienced **NO SUMMER LEARNING LOSS** and of those students, **58.54% INCREASED THEIR READING SCORES**.
- **2018: (MAP): Barnwell School District 19 in Blackville, SC** reported that campers did not regress on their Fall MAP testing. "Students were able to **retain and even increase their MAP scores in Reading and Math**," Christina Snider, Barnwell Summer STEAM Institute® 2018 Camp Director.
- **2014: (MAP): 50.8% of Mary Ford Elementary** campers who attended ECM's 2014 PILOT six-week summer camp at Charleston County School of the Arts experienced **NO SUMMER LEARNING LOSS in READING** and of those students, **46% INCREASED THEIR READING SCORES**.

- **2014: (MAP): 62.5% of Mary Ford Elementary campers who attended ECM's 2014 PILOT six-week summer camp at Charleston County School of the Arts experienced NO SUMMER LEARNING LOSS in MATH and of those students, 54.7% INCREASED THEIR MATH SCORES.**

#### **ACADEMIC ACHIEVEMENT (IN-SCHOOL 2013-2019):**

ECM has strong evidence of **INCREASED STUDENT ENGAGEMENT & ATTENDANCE**, especially in underperforming schools. And research shows that **STUDENT ENGAGEMENT & ATTENDANCE POSITIVELY IMPACT STUDENT ACHIEVEMENT.**

- **2018:** Teachers consistently give Engaging Creative Minds high marks regarding the impact of ECM's in-school Engaged Learning Experiences (ELEs) on student learning. During the 2017-2018 school year, teachers reported ELEs helped students with the following skills included on the **Profile of the SC Graduate**:
  - 96.4% learn & understand the content better
  - 96.1% retain & remember the content longer
  - 98.8% positive impact on student attitudes about school & learning
  - 52% increase in Student Engagement Levels
  - 52% increase in Positive Classroom Climate
  - 56% increase in Student Collaboration
  - 56% increase in Use of Creative Strategies

#### **STUDENT RETENTION DATA:**

ECM does not track student retention data, however, we do track disruptive behavior and loss of instructional time, which often lead to student retention. Those results are below:

Certified teachers at our 2019 Sanders-Clyde Summer STEAM Institute® reported:

- **Little to no behavior problems/student referrals**
- **100% of the students at Summer STEAM Institute® were engaged in creative thinking and problem solving**
- **NO loss of instructional time due to behavior problems.**

In addition, Janice Malone, principal at Sanders-Clyde Elementary reported a **positive school culture** shift unseen the previous year. Students were excited to come to school and were so **completely engaged in the learning**, no students were sent to the office for behavior modification.

## **F**

**Proven turnaround experience with improving academic achievement; climate/culture indicators; teacher recruitment/retention; and parent/community engagement**

FORMAL EVALUATION has been conducted by external evaluators at various touch points throughout the 2013-2019 school years and those results are below.

#### **IMPROVED ACADEMIC ACHIEVEMENT THROUGH TEACHER PRACTICE:**

Research shows high quality teachers are the #1 factor in determining successful achievement results. <https://www.ernweb.com/educational-research-articles/effective-teachers-are-the-most->

[important-factor-contributing-to-student-achievement/](#). One objective method we use is to continue to document changes in the quality of teaching and learning through direct observation in the classroom. We did this in 2013 and again during the 2018-2019 school year, where six dimensions of quality teaching and learning were observed on two separate occasions in 26 classrooms. The first observation occurred prior to the ECM experience and during a lesson selected by the certified classroom teacher. This visit was not unannounced and thus posed no threat to the teacher. In fact, the teachers were able to prepare a lesson of their choosing, and the expectation was that they would prepare and execute a high quality lesson. The second observation occurred during the learning experience prepared collaboratively by the ECM Instructor, ECM Curriculum Coach and certified classroom teacher. This design ensured that the second observation would differ from the first observation only by the addition of the ECM Instructor and the inclusion of arts integration supported by an ECM Curriculum Coach. A single and experienced observer, Ms. Anne Sbrocchi, conducted all 52 observations. The observation instrument was the same one used in the evaluation of Big Thought (Dallas). It was also used in a similar study of ECM conducted in 2012-13 in the Charleston County schools. The six dimensions observed and rated are from the Profile of the South Carolina Graduate as follows: Climate; Engagement and Investment; Sharing, Dialogue, Collaboration; Skills, Techniques, Knowledge; Creative Strategies and Choices; and Expectations, Assessments, and Recognition. Each of these six dimensions was rated as "Below Basic," "Basic," "Proficient," or "Advanced" for segments of the lesson as well as for the overall lesson. For the purposes of this report, only the ratings for the overall lessons were analyzed. **Results for the observations show dramatic differences between lessons taught prior to the ECM experience and lessons with the ECM Instructor. Percentages of lessons rated Proficient and Advanced increased from 28% to 38% for all six dimensions. The greatest differences were found for the Advanced Levels. Percentages of lessons rated Advanced increased from 27% to 35%.** The following schools were included in the observations: **Angel Oak Elementary, EB Ellington Elementary, James Simons Elementary, Jane Edwards Elementary, Ladson Elementary, North Charleston Elementary, Pepperhill Elementary, Sanders-Clyde Elementary, Simmons-Pinckney Middle.** A copy of the full report is available upon your request.

#### **IMPROVED CLIMATE/CULTURE:**

FORMAL EVALUATION has been conducted by external evaluators using surveys for teachers and students. Since 2013, **teachers report that 100% of ECM programs have produced significant, sustainable results for the WORLD CLASS KNOWLEDGE, WORLD CLASS SKILLS and LIFE & CAREER CHARACTERISTICS** using the Profile of the South Carolina Graduate. Results of a 2018 Gallup Survey of K-12 Superintendents show nine in 10 superintendents say **engagement is a VERY IMPORTANT measure of school effectiveness.**

#### **CCSD Teachers Report:**

- 52% increase in Student Engagement Levels
- 52% increase in Positive Classroom Climate
- 56% increase in Student Collaboration
- 56% increase in Use of Creative Strategies

A 2019 Gallup Poll defines Engagement as, "The involvement and enthusiasm for school. Engaged students are excited about what's happening at their school and what they're learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school."

### **CCSD Student Survey Results:**

- 80% reported that ECM experiences helped them learn a lot of new things
- 79% reported that ECM experiences helped them be more creative
- 81% reported that ECM experiences helped them become a better learner

### **IMPROVED TEACHER RECRUITMENT/RETENTION:**

ECM does not directly measure teacher recruitment/retention, however, we do have strong evidence and testimonials from teachers across South Carolina who changed their attitude toward teaching and decided to remain in teaching positions AFTER experiencing a six-week Summer STEAM Institute® in their district. They reported that the on-site Arts Integration Professional Development provided during the summer by ECM, along with “seeing their students respond in a favorable way and understanding the material better,” renewed their passion for teaching and gave them effective new teaching strategies they were excited about for the upcoming school year.

### **INCREASED PARENT/COMMUNITY ENGAGEMENT:**

ECM won the 2016 New York Life Excellence in Summer Learning Award from the National Summer Learning Association (NSLA) for two primary reasons: 1) our strong diversity model serving students from **both high achieving and low-performing elementary and middle schools** and 2) our **strong positive school-family relationships in both rural and urban settings**. This award is given annually to “winning programs that demonstrate exemplary practices in overall programming, including professional development for program staff and collaboration with community partners in fulfilling shared goals for students and family engagement.” The Summer Learning Program Quality Assessment used to identify award-winning programs was developed in partnership with NSLA and the Weikart Center for Youth Program Quality.

## **G**

### **Experience generating annual budgets and financial projections; evidence of fiscal soundness of existing schools**

Since our inception in June, 2012 ECM has fulfilled all the requirements of an annual external audit with fiscally sound accounting practices and a strong balanced budget. Our fiscal year runs September 1 – August 31 and our finance committee is led by our board treasurer, Mikell Richards, Vice President Regional Sales Manager at United Community Bank, Mt. Pleasant. Our monthly bookkeeping is outsourced to Davis & Company, CPAs along with our annual 990 filed in January. Our financial projections show positive growth and sustainability in all the counties we currently serve; Allendale, Barnwell, Berkeley, Charleston, Clarendon and Dorchester.

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### ***ECM seeks a partnership with CCSD in two ways:***

- 1) ***IN-SCHOOL:*** ECM will provide ongoing on-site 1) professional development, 2) culture/climate transformation, and 3) workforce development (STEAM) integration through a partnership with South Carolina Department of Commerce embedded in our

*Arts Integration Engaged Learning Experiences (ELEs) in schools identified by CCSD as Target Schools.*

- 2) **SUMMER:** *Literacy-rich Summer STEAM Institute® for six weeks in June and July for any Target Schools identified by the district. The goal at each site is to eliminate summer learning loss and increase achievement scores in reading and math through interdisciplinary week-long units directly related to the state curriculum standards for all content areas. Certified teachers from each school would be offered the first right of refusal to participate in the camp as additional arts integration professional development and we will work with the South Carolina Department of Commerce to develop the standards-based curriculum.*

*If you choose to partner with ECM, we will start with a Needs & Culture Assessment to determine the level of comprehensive support and type of intervention necessary for improvement in academic achievement, school climate and culture; teacher retention; and parent/community engagement.*

*In addition, ECM will continue to connect with local and national leaders and stakeholders from across the arts, education and workforce development fields to share work, successes and lessons learned. We will attend national conferences and tour high quality program and workforce sites to explore the latest research, innovative practices and emerging policy approaches related to the future success of all students.*

*Thank you for the opportunity to submit this proposal. We look forward to hearing from you.*

### ECM Student Impact in Charleston County

2012 - 13		2013 - 14		2014 - 15		2015 - 16		2016 - 17		2017 - 18		2018 - 19		2019 - 20	
School	Student Impact	School	Student Impact	School	Student Impact	School	Student Impact	School	Student Impact	School	Student Impact	School	Student Impact	School	Student Impact
Angel Oak Elem.	200	Angel Oak Elem.	200	Angel Oak Elem.	200	Angel Oak Elem.	200	Angel Oak Elem.	200	ARCAES	600	AC Corcoran	375	AC Corcoran	375
ARCAES	300	ARCAES	300	ARCAES	300	ARCAES	300	ARCAES	600	CE Williams Middle	675	Angel Oak Elem.	200	ARCAES	600
James Island Elem.	240	Burns Elem.	220	Burns Elem.	220	Burns Elem.	220	Burns Elem.	219	Dunston Elem.	85	ARCAES	600	Carolina Park	347
James Simons Elem.	240	CDA	120	CDA	120	CDA	120	CDA	116	James Island Elem.	240	Carolina Park	347	Dunston	225
Jennie Moore Elem.	560	CE Williams Middle	675	CE Williams Middle	675	CE Williams Middle	675	CE Williams Middle	675	James Simmons	200	CE Williams	675	James B Edwards	537
Ladson Elem.	440	Goodwin Elem.	266	Drayton Hall Elem.	385	Dunston Elem.	85	Dunston Elem.	85	Jennie Moore Elem.	1110	Dunston	80	James Simmons	150
Mamminger Elem.	90	Haut Gap Middle	165	Goodwin Elem.	266	EB Ellington Elem.	170	EB Ellington Elem.	176	Ladson Elem.	440	EB Ellington Elem.	180	Jennie Moore Elem.	1104
Pepperhill Elem.	300	James Island Elem.	240	HarborView Elem.	280	Harborview Elem.	280	Frierson Elem.	40	Mamminger Elem.	93	James B Edwards	537	NCCAES	279
		Jennie Moore Elem.	560	Haut Gap Middle	165	Haut Gap Middle	165	Harborview Elem.	288	NCCAES	205	James Simmons	150	Sanders-Cyde	377
		Ladson Elem.	440	James Island Elem.	240	James Island Elem.	240	Haut Gap Middle	161	Pepperhill Elem.	300	Jane Edwards Elem.	60		
		Mamminger Elem.	93	Jennie Moore	560	James Simons	240	James Island Elem.	240	Simmons Pinckney	155	Jennie Moore Elem.	1100		
		Pepperhill Elem.	300	Ladson Elem.	440	Jennie Moore Elem.	555	James Simons	250	Whitesides Elem.	325	Ladson Elem.	420		
		Whitesides Elem.	325	Mamminger Elem.	92	Ladson Elem.	440	Jennie Moore Elem.	1110			NCCAES	280		
		Zucker Middle	500	Pepperhill Elem.	300	Mamminger Elem.	90	Ladson Elem.	440			Pepperhill Elem.	300		
				Whitesides Elem.	325	NCCAES	205	Mamminger Elem.	93			Sanders-Cyde Elem.	380		
				Zucker Middle	500	Pepperhill Elem.	300	Ht Zion Elem.	188			Simmons Pinckney	156		
						Sanders Cyde Elem	170	NCCAES	204			Whitesides	325		
						Sanders Cyde Middle	70	Pepperhill Elem.	300						
						Whitesides Elem.	325	Sanders Cyde Elem	169						
						Zucker Middle	500	Sanders Cyde Middle	69						
								Simmons Pinckney	152						
								Whitesides Elem.	326						
								Zucker Middle	500						
Total:	2370	Total:	4404	Total:	5068	Total:	5350	Total:	6601	Total:	4428	Total:	6165	Total:	3994
School:	Address:													Grand Total:	38,380
AC Corcoran	8588 Vislavla Rd, North Charleston, SC 29408														
Angel Oak Elem.	6134 Chisolm Rd, Johns Island, SC 29455														
ARCAES	1871 Wallace School Rd, Charleston, SC 29407														
Burns Elem.	3795 Spruill Ave, North Charleston, SC 29406														
Carolina Park Elem.	3650 Park Ave Blvd, Mt Pleasant, SC 29466														
CDA	233 Line St, Charleston, SC 29403														
CE Williams Middle	640 Bulla St, Charleston, SC 29414														
Drayton Hall Elem.	3183 Ashley River Rd, Charleston, SC 29414														
Dunston Primary	1825 Remount Rd, North Charleston, SC 29406														
EB Ellington Elem.	5540 Old Jacksonboro Rd, Ravenel, SC 29470														
Frierson Elem.	6133 Maybank Hwy, Wadmalaw Island, SC 29487														
Goodwin Elem.	5501 Dorchester Rd, North Charleston, SC 29418														
Harborview Elem.	1576 Harbor View Rd, Charleston, SC 29412														
Haut Gap Middle	1861 Bohicket Rd, Johns Island, SC 29455														
James B Edwards	855 Von Kolnitz Rd, Mt Pleasant, SC 29464														
James Island Elem.	1872 S Grimbali Rd, Charleston, SC 29412														
James Simmons	741 King St, Charleston, SC 29403														
Jane Edwards Elem.	1960 Jane Edwards Rd, Edisto Island, SC 29438														
Jennie Moore Elem.	2725 Hamlin Road, 2725 Buñuñ basket, SC 29466														
Ladson Elem.	3321 Ladson Rd, Ladson, SC 29456														
Mamminger Elem.	20 Beaufain St, Charleston, SC 29401														
Mt Zion Elem.	3464 River Rd, Johns Island, SC 29455														
NCCAES	5200 Lackawanna Blvd, North Charleston, SC 29405														
Pepperhill Elem.	3300 Creola Rd, North Charleston, SC 29420														
Sanders Cyde Elem	805 Morrison Dr, Charleston, SC 29403														
Sanders Cyde Middle	805 Morrison Dr, Charleston, SC 29403														
Simmons Pinckney	244 President St, Charleston, SC 29403														
Whitesides Elem.	1565 Rifle Range Rd, Mt Pleasant, SC 29464														
Zucker Middle	6401 Dorchester Rd, North Charleston, SC 29418														