

REVISED – MARCH 13, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Phillip Reavis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Oakview Elementary School
(As it should appear in the official records)

School Mailing Address 515 Godfrey Road
(If address is P.O. Box, also include street address)

Simpsonville South Carolina 29681-4927
City State Zip Code+4 (9 digits total)

County Greenville State School Code Number* 2301108

Telephone (864) 355-7100 Fax (864) 355-7115

Website/URL www.greenville.k12.sc.us/oakview E-mail preavis@greenville.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Phinnize J. Fisher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenville County Schools Tel. (864) 355-3100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Charles J. Saylor
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT – Greenville County Schools

1. Number of schools in the district:
 - 48 Elementary schools
 - 17 Middle schools
 - NA Junior high schools
 - 14 High schools
 - 16 Other to include: 5 child development centers, 4 career centers, 1 center for multiple disabilities, 1 teen parent center, 1 alternative school, 1 adult education center, 1 fine arts center, 1 science center, 1 highly gifted center
 - 95 TOTAL

2. District Per Pupil Expenditure: \$6,450

- Average State Per Pupil Expenditure: \$7,350

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	2	13	7			
K	81	94	175	8			
1	110	106	216	9			
2	87	78	165	10			
3	96	79	175	11			
4	79	93	172	12			
5	97	104	201	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1,117

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>87</u> | % White |
| <u>6</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100 | % Total |

7. Student turnover, or mobility rate, during the past year: 10 %

[Mobility rate reflects 2004-2005 end of year data.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	48
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
(3)	Total of all transferred students [sum of rows (1) and (2)]	101
(4)	Total number of students in the school as of October 1	1034
(5)	Total transferred students in row (3) divided by total students in row (4)	.098
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 3 %
33 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Spanish, Chinese, Korean, Hindu, Japanese, Arabic, German, Polish

9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 52

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
113 Total Number of Students Served

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>68</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	_____
Classroom teachers	<u>48</u>	_____
Special resource teachers/specialists	<u>19</u>	<u>7</u>
Paraprofessionals	<u>13</u>	_____
Support staff	<u>20</u>	<u>1</u>
Total number	<u>103</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	98 %	97 %	97 %	97 %
Daily teacher attendance	97 %	97 %	99 %	98 %	99 %
Teacher turnover rate	16 %	12 %	53 %*	26 %	20 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

* Over 500 students and approximately one third of the faculty were reassigned to newly built schools in the area during the 2002-2003 school year. Oakview was downsized to alleviate overcrowding.

PART III - SUMMARY

Oakview Elementary School opened its doors in 1995 with 752 students. Symbolized by a 100+ year old oak tree in the front yard, Oakview established a deeply rooted mission and vision which continues to provide a foundation for its current program. The mission of Oakview Elementary School, in cooperation with our students' home and community, is to prepare students for responsible citizenship, lifelong learning, and productive employment by Opening opportunities for all students, Accepting individual differences, Keeping a smile, Varying teacher techniques, Identifying and addressing strengths/weaknesses, Engaging students in learning activities, and Working as a team. This mission is carried out through vision statements which provide for 1) a positive learning environment that inspires students to achieve their fullest potential and become productive citizens, 2) students who are lifelong learners, who think critically and creatively, solve problems, reason, interact positively, and cooperate with others, 3) students who are active participants in comprehensive academic, physical fitness, and arts programs, 4) students who are provided opportunities to experience and develop skills for technology, 5) adequate funding to support curriculum and instructional needs and 6) where collaborative support and communication between home, school, and community is essential for an effective educational program.

Oakview Elementary has embraced its mission and vision and used them as a filter in program development and campus enhancement. For example, "Curriculum Learning Up and Beyond the Schoolday (C.L.U.B.S.) and Oakview Summer Camp are two programs which represent our efforts to "open opportunities for all students." In addition, the faculty strives to "engage students in learning activities" beyond the classroom walls through the use of our school's apple orchard, butterfly garden, outdoor classroom/amphitheater, nature trail, South Carolina Garden and blueberry patch. A final example of Oakview's mission and vision can be seen in the school's "working as a team" during charitable fundraising events. During 2004, the Oakview school community raised \$20,000 for Indonesian tsunami victims and another \$20,612 for Hurricane Katrina victims in 2005.

As a fully accredited school by the Southern Association of Colleges and Schools, Oakview serves four-year old through fifth grade students and currently enrolls 1,125 students. During the 2001-2002 school year, Oakview crested to 1,500+ students and as a result, three new elementary schools were built in the surrounding area to reduce overcrowding at the school. Student enrollment dropped and one third of the faculty was reassigned to the new schools the following year. This transition, however, provided an opportunity for Oakview to branch out into new communities, sharing its vision for quality education.

Throughout its history, Oakview and its teachers, students, and parents have been recognized by local, state and national organizations for outstanding performance in a variety of areas. In 1999, Oakview received the Palmetto's Finest Award for its overall school program and was selected as a Flagship School of Promise. Since 1996, Oakview has received School Incentive Rewards and Palmetto Gold Awards from the state for high test scores. Most notably, the school has been recognized for three consecutive years by the state of South Carolina Department of Education (SCDE) as a Showcase School which is Closing the Gap among historically underachieving students. In addition, the school successfully meets all objectives to attain "Adequate Yearly Progress." Faculty and staff members achieve 96% or higher in attendance rates and continue to meet Highly Qualified status as outlined under NCLB guidelines. Over 60% of our teachers hold Master degrees or higher with 11 National Board Certified Teachers. The school has received the coveted Red Carpet School Award from the SCDE for quality customer service and family friendly environment and was awarded a National Blue Ribbon School of Excellence in 2001. Oakview has also been recognized by the South Carolina division of the National School Public Relations Association for its web-based communication efforts. Oakview PTA has been named a South Carolina PTA Unit of the Year and was granted a Phoebe Apperson Hearst-National PTA Excellence in Education Partnership Award for its innovative programs and support to the school. Oakview students have also garnered attention as 269 out of 361 4th and 5th grade students qualified for the Duke TIP program in 2005. Students have been recognized as Champions of the Environment in the state and at the national level have received the Sea World/Busch Gardens Environmental Excellence in Education Award for their efforts. In addition, the school's robotics team won the state championship in 2005.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

The South Carolina Palmetto Achievement Challenge Test, (PACT) a criterion- referenced test, is used for assessment of English/language arts, mathematics, social studies and science. PACT, a standards-based test, was set forth by the South Carolina Education Accountability Act of 1998 (EAA) and is a rigorous evaluation of students' skills in these subject areas based on state curriculum standards. Students receive scores based on their progress toward mastering state standards. There are four levels of achievement: Advanced, Proficient, Basic, and Below Basic. A student scores Advanced for very high test scores that indicate the student has exceeded expectations and is well prepared to work at the next grade level. A Proficient score indicates the student is well prepared to work at the next grade level and has met expectations. Under the requirements of No Child Left Behind, a score of Proficient is the overall goal for every student. A student scores Basic for having met the standards. The student is considered to be minimally prepared, but may still be promoted to the next grade level. A Below Basic score indicates that the student did not meet the standards and must have an academic assistance plan to determine progress and interventions for the next grade level. Further information on the state assessment process may be found at the Web site www.myschools.com.

At Oakview Elementary, an after school academic assistance program is offered to students scoring Below Basic. Parents of all students are provided a copy of their child's assessment results at a fall conference and are given recommendations for improvement. Tests include multiple-choice and constructed-response items. The English/language arts tests (ELA) require a lengthy written response to a given topic or prompt. Reading/literature, writing, and research are the strands tested for ELA. Three performance levels are reported for the ELA test – overall ELA, reading, and writing. The ELA is a two-day test. Number and operations, algebra, geometry, measurement, data analysis and probability are the strands tested for mathematics. All Oakview students, including students with disabilities and students with English as a Second Language (ESOL), participate in the PACT assessment and are tested on grade level. Accommodations are made according to Individual Education Plans (IEPs). Oakview Elementary's PACT scores, for all grades tested, have exceeded the district and state scores in all subtests for the last five years. This has resulted in the school meeting 13 of the 13 objectives required to make Adequate Yearly Progress, as outlined in the No Child Left Behind legislation. In 2005, Oakview students scored at the top 1% of the SC elementary schools on PACT (based on the Absolute Index).

Oakview Elementary has received a report card rating of Excellent for the past four years and earned the state's Palmetto Gold Award for outstanding academic achievement. Oakview's 2005 PACT scores ranked 6th out of 617 elementary schools in the state. According to statistical analysis done by the state of South Carolina, Oakview was recognized as a school which is closing the gap for African American students. As a group, the percentage of Oakview's African American students who scored Proficient and Advanced on ELA PACT was at, or higher than 75% of students statewide and these students scored in the top 25% of students statewide in Proficient and Advanced on ELA PACT. The percentage of Oakview's African American students who scored Proficient and Advanced on math PACT was at, or higher than 90% of students statewide and these students scored in the top 10% of students statewide who scored Proficient and Advanced on math PACT. Even though Oakview's test scores are among the highest in the state, the school continues to show improvement. These efforts have been recognized and rewarded by the state with an excellent improvement rating on the South Carolina School Report Card. Oakview was 1 of 19 elementary schools in the state that received an Excellent Absolute Rating and an Excellent Improvement Rating on the 2005 School Report Card.

2. Use of Assessment Data

The goal of assessment is to focus instruction on the needs of each student in order to improve student achievement. Assessment data drives decisions to determine student instructional needs, to plan for classroom instruction based on those needs, and to determine the effectiveness of that instruction. Data from multiple sources, both formal, informal and across all grade levels, helps teachers and administrators to make decisions and recommendations concerning support and curriculum.

PACT is administered to grades three through five in English language Arts, mathematics, science and social studies each year. PACT measures student performance in meeting the South Carolina Curriculum Standards. The results are used to identify areas of proficiency and to plan a course of action for remediation of deficiencies. All teachers in grades three through five meet to analyze test scores to determine strengths and weaknesses in each subject area for all of their students using PACT and ITBS data. After thoroughly reviewing and analyzing each piece of test data, teachers and administrators identify effective strategies and interventions that can be shared and implemented. Students are identified for the after-school tutorial program, enrichment program, and small-group instruction.

Teachers use other sources to identify student achievement and progress throughout the year. Benchmark tests are used in writing, reading and math, in addition to varied teacher made assessments. Kindergarten and first grade teachers use the South Carolina Readiness Assessment Portfolio Initiative (SCRAPI) and third, fourth and fifth grade teachers will begin administering Measures of Academic Progress (MAP) in 2005-2006 school year to assess academic growth.

Test data analysis is used to plan professional development. If an area of weakness is noted in a particular grade level or school wide, that area will become a targeted subject for professional development. As a part of faculty meetings, teachers share best practices that have worked in their classrooms. Teachers are encouraged to observe other educators with successful practices within our school and other schools in our community. Student progress is analyzed throughout the year to evaluate the effectiveness of professional development.

3. Communication of Student Performance

Parents and the community receive a copy of the annual school report card, a document issued by the SCDE that provides parents with the school's grade. Schools receive an absolute rating, an improvement rating and an indicator of adequate yearly progress under the NCLB Act. The report card includes the school's PACT scores by grade and among subgroups. It also provides a detailed school profile with information on attendance, retention rates, teacher qualifications and expenditures, as well as survey results from parents, students, and teachers on home/school relations and the learning environment. Performance is reported by grade and school and is compared to district and state results. PACT scores are communicated to the community through the newspapers and local media. PACT performance results are communicated by the principal to the parents at Open House and presented to the School Improvement Council in the Annual Summary Report to the Community and to the school board. For the past four years, Oakview Elementary has received a report card rating of Excellent, the highest rating a school can receive. For four years, Oakview has met 13 of 13 objectives for adequate yearly progress (AYP). We believe it is essential to elicit the support and involvement of parents and the community through a strong communication system that supports student learning and high academic achievement.

The foundation for good parent, teacher, and community relationships is frequent and open communication. With the advent of new technology Oakview communicates student performance through the use of internet protocol telephones, email, electronic newsletters, teacher web pages and web based grading software which is accessible to all parents online. More traditional forms of communication used by teachers are "Meet the Teacher," conferences, phone calls, progress reports, and weekly folders for each student. Interim reports are sent home midway through each quarter with a formal report card generated every nine weeks. During conferences, parents receive a state test score report and current class grades. Teachers explain curriculum, state standards, and their long range plans for the year at the beginning of each year at Open House. A syllabus for each teacher is posted on the school web site. Parent conferences are held throughout the year to communicate curriculum assessment data and performance.

4. Sharing Successes

Since its beginning in 1995, Oakview has served as a learning laboratory for public and private administrators and teachers. Oakview's administrator has mentored first-year principals and shares best practices. In addition, he has presented best practices workshops at regional School Improvement Council conferences. Oakview teachers facilitate courses and workshops for area educators at reading and science conferences. As part of the Teacher Cadet Program, local high school students involve themselves weekly in hands on work in Oakview's classrooms. On an annual basis, Oakview works cooperatively with area colleges and universities in training approximately a dozen young professionals who will become tomorrow's teachers.

As a result of local media coverage, Oakview was asked to share successful instructional methods through the use of its apple orchard, butterfly garden, South Carolina garden and nature trail. For example, the S.C. Wildlife Federation held multiple trainings on the effective use of schoolyard habitats. In addition, Oakview's science lab teacher and other classroom teachers "took the show on the road" by presenting workshops at area elementary schools who sought to create their own butterfly gardens. Nationally, Oakview students and teachers presented recycling and environmental education workshops as part of the Sea World/Busch Gardens Environmental Education Conference in 2004.

As a result of NCLB, Oakview has shared its success with other schools' parents and students as well. Through school choice opportunities, the parents of approximately 50 students have selected Oakview for their children. This has afforded Oakview the ability to expand its instructional techniques beyond the walls of the building and branch into communities formerly out of reach. In 2002, Oakview also expanded its programs in to three new elementary schools opening in the area. Teachers who were relocated to one of the new schools implemented Oakview science initiatives in their new classrooms. Former parents called Oakview to inquire about replicating effective programs they had experienced while on our campus. In anticipation of this, Oakview PTA forwarded \$5,000 "seed money" to each of the new PTA's.

Oakview will continue to share with other schools through school visits, information sharing, collaborative peer interaction, participation in professional sharing opportunities, and media representation. We believe in our methods, are proud of our accomplishments, and we will continue to seek innovative avenues of communication with other schools. We will continue, as we always have, to keep our hearts, minds, and doors open to all.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of Curriculum

The Education Accountability Act in 1998 began the development of a statewide curriculum based on research recommendations of national professional education groups, including the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Foundation, and the National Council of Social Studies. In 2002 The Princeton Review ranked South Carolina's standards the third most difficult in the nation. As mandated by South Carolina, our school's curriculum includes language arts, mathematics, science, social studies, art, music, health, and physical education. Within this curriculum, learner standards drive instructional decision-making at the school level. The combination of effective content and process skills provides learning that is relevant. The curriculum is modified and aligned to ensure that children at Oakview receive developmentally appropriate instruction that is adapted to their needs in all subject areas. The core of our language arts program is reading. Oakview has a strong emphasis on literacy. The School District of Greenville County has implemented the Pat Cunningham 4 Blocks delivery model for all elementary schools in the district. Oakview uses this model in all grade levels. The 4 Block model contains 4 major components. These parts include Guided Reading, Self-Selected Reading, Word Block, and the Writing Block. The writing process is interwoven throughout the curriculum from kindergarten through fifth grade.

Oakview's mathematics instructional base is guided by state standards and focuses on development of mathematical concepts of number sense, spatial relations, problem solving strategies, and integration of mathematics with all disciplines. Teachers work diligently, using the district guides, to pace instruction in teaching all of the standards and to supplement the math series by using hands-on activities, direct instruction, cooperative groups, use of visuals, models, and real world problem solving in a variety of ways to increase higher order thinking skills.

The science curriculum is defined by state standards with a scope and sequence based on developmentally appropriate practices. Oakview has had a full time certified science lab teacher for ten years. The teacher works weekly with second, third, fourth and fifth grade students and teachers. Kindergarten and first grade students attend science lab quarterly. Science instruction includes the use of scientific inquiry, district science kits, textbooks and web-based research using wireless laptops. Teachers provide the core curriculum by using trade books, district science kits, technology, science lab sessions, and field trips to Roper Mountain Science Center, and Barrier Island.

Social Studies curriculum is driven by the state standards. Teachers enhance the curriculum with school wide activities such as Veteran's Day, Red Ribbon Week, Career Week, American Education Week, Culture Fest, Grandparent's Day, International Festival, schoolwide election, Geography Bee, and Oakview's Character Education program. Students are given opportunities to make a difference in the community by participating in community service learning projects. In addition, teachers have enriched social studies units through the use of Video Streaming via the web. Through the use of achieved clips, students have immediate access to primary source materials.

Oakview's related arts program includes physical education, music, and art. The physical education program includes dance and other activities to promote cardiovascular fitness. The music program is rich in song, dance, instruments, history, and cultural awareness. Oakview's art program provides a foundation in various mediums, while integrating history, technology and a focus on skill development.

Technology is integrated throughout the curriculum and is utilized to enhance other subject areas. Students produce the morning news using video and sound equipment. Reading and math computer programs allow students to work on specific skills and advance at their own pace. In addition to weekly lab visits, teachers use Power Point, word processing, Reading Counts, Internet research, and other computer applications. Oakview students are being prepared for the world of technology and the future.

2a. Reading Curriculum

Oakview has a strong emphasis on literacy. The School District of Greenville County has implemented the Pat Cunningham 4 Blocks model for all elementary schools in the district. Before requiring this delivery method, extensive research was studied as well as observation of classrooms in other districts where the 4 Blocks Method was being used. It was felt that this balanced approach to literacy would provide instruction for all modalities of learning along with instruction and strategies for all levels of students. Oakview uses the 4 Block delivery method in conjunction with the basal reader. Training is provided by the School District of Greenville County for all teachers in the district. The 4 Block model contains 4 major components. These parts include Guided Reading, Self-Selected Reading, Word Block and the Writing Block. The writing process is interwoven throughout the curriculum from kindergarten through fifth grade. The writing curriculum is firmly focused on the writing process and includes a wide variety of writing opportunities and applications. Writing instruction includes reading skills that are learned through authentic writing. Teachers model the writing process daily. The school staff believes the relationship between reading and writing is important and feels the more children read, the better writers they become. Project Read phonology has been added to the Word Block section of our 4 Block language arts program in an effort to reach all students. The focus on fluency and comprehension involves reading leveled books through guided reading, books on tape, shared reading, read-alouds, and family home reading programs. Reading instruction is provided in a whole group setting as well as in flexible, leveled groups utilizing differentiated instruction and integration with other content areas and technology. Phonics instruction and word walls extend vocabulary and are incorporated in the writing curriculum. Teachers model lessons, and children actively participate in constructing their own knowledge. Instructional content that requires higher-level thinking generates opportunities for our students to become problem solvers today and in the future.

3. Mathematics Curriculum

The mathematics curriculum at Oakview is rigorous and is driven by South Carolina standards. A district pacing guide helps teachers in planning instruction and timing of instruction. Students at Oakview are taught math using hands-on experiences, models that build conceptual understanding, direct teacher instruction, repeated practice that requires problem solving skills, strategies and remediation as needed. Mathematical content is introduced in kindergarten and expanded throughout each grade. Manipulatives are used to enhance concepts in all grade levels. All teachers in all grade levels use instruction that includes extensive modeling with practice, remediation, reteaching and application to the real world. Oakview uses several computer based programs such as Leapfrog Math and Math Steps to enhance and supplement skills and concepts taught in the classroom. Every Day Counts Calendar Math is used daily in all classrooms to assure that our students are engaged in meaningful real world experiences and not merely rote memory and practice. Teachers also use Every Day Counts Partner Games as a way of reviewing and enhancing math skills and concepts that were previously taught. Teachers in fifth grade hold math review days for students who need extra instruction with current skills or concepts. The Math Superstars program is offered in grades two through five as a way to challenge students and move them to a higher level of thinking.

To extend math instruction and offer hands-on opportunities for students, Oakview sponsors summer camps and before and after school clubs. For example, Robotics, Lego Club and Hands On Equations have been popular with the student body. In addition to these opportunities, Oakview's gifted education teachers develop pre algebra skills with the implementation of the Hands On Equation program. As with other curriculum areas technology has been implemented into instruction through the use of programs such as Graph Club, Neighborhood Map Maker and Excel.

4. Instructional Methods

At Oakview Elementary, teachers provide instruction using a wide variety of teaching methods and best practices to facilitate student learning and assure success with goals and objectives. Training received in brain based strategies, offered by Marcia Tate, are used extensively by teachers to assure that all students' needs are met and that all students have the opportunity to experience success. A unique challenge at Oakview is the need to meet an ever increasing number of gifted students enrolled in third through fifth grade. Teachers continuously implement research based instructional methods to help these students reach their full potential. Large group, small group, cooperative learning groups, flexible grouping, and paired instruction are all used throughout the grade levels. The use of graphic organizers, rubrics, research projects, and essential questions contribute to the high level of student involvement and achievement. Teachers continuously analyze and evaluate the needs of each student to provide an instructional program that will reach all. Pre and post tests are used to determine growth and readjustments to curriculum and instruction. There is collaboration in and among grade levels as teachers meet to plan instruction. Oakview has trained reading tutors for all grade levels and a part time reading specialist to work with first and second grade students in need of extra support. Careful attention is given to pacing, mastering, and reteaching if necessary. Oakview teachers are focused and committed to supporting students as they become independent, lifelong learners.

5. Professional Development

Professional development at Oakview Elementary is focused on student learning and is aligned with the goals of the school and district improvement plans. Goals are determined each fall using test score data and the most current research in teaching methods as a guide. Teachers attend workshops sponsored by the school district and school administration. In addition, and based on a needs assessment, Oakview offers a Teacher Summer Institute which targets innovative teaching strategies and centers on student achievement. State and national conferences show strong attendance and are financially supported through school incentive funds and Oakview PTA. To close the loop on teaching and learning, Oakview educators are required to present a mini workshop to the faculty upon return to the school.

Not limiting itself to traditional workshop formats, Oakview has developed alternative professional development opportunities. For example, the "Mentor/Mentee" program accelerates the transition for beginning teachers by providing monthly meetings for collaboration on instructional strategies and effective lesson planning. Similarly, teachers teach each other during faculty meetings as part of a standing agenda item entitled, "Best Practices." Teachers also teach each other through on campus classroom observations.

Student performance serves as the foundation for all professional development decisions. For example, Oakview's PACT math scores appeared lower in years past. As a result, goals were set and professional development offerings were created. Current PACT data for Oakview validates the effectiveness of these offerings as students outperform 90% of students statewide in math. Oakview's professional development program is orchestrated by a full time Instructional Coach (IC), who organizes and communicates current staff development opportunities. Recent topics focused on brain based strategies, learning styles, science inquiry, and technology integration.

On an annual basis, Oakview's faculty accrues the equivalent of 15 days of professional development. This commitment reflects teachers' desire to be lifelong learners and rejuvenates their enthusiasm for learning. The end result is continued implementation of best practices and increased student performance.

PART VII – ASSESSMENT RESULTS

Subject **English/Language Arts** Grade **3** Test **Palmetto Achievement Challenge Test**

Edition/Publication Year **2005** Publisher **South Carolina Department of Education**

ELA 3 rd grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	99	97	99	98	95
% Proficient and Advanced	92	87	83	78	75
% Advanced	30	28	26	16	7
Number of students tested	167	176	160	257	258
Percent of students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	99	98	99	98	96
% Proficient and Advanced	94	88	86	80	77
% Advanced	33	28	26	16	8
Number of students tested	140	154	141	235	229
2. African-American					
% Basic and Above	100	I/S	I/S	100	90
% Proficient and Advanced	77	I/S	I/S	46	37
% Advanced	15	I/S	I/S	9	0
Number of students tested	13	I/S	I/S	11	19
3. Disabled					
% Basic and Above	91	82	96	92	87
% Proficient and Advanced	82	57	71	64	54
% Advanced	36	4	13	11	7
Number of students tested	11	28	24	36	61
STATE SCORES					
% Basic and Above	87	86	82	80	79
% Proficient and Advanced	58	56	45	42	42
% Advanced	9	10	5	4	3

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.

Subject **Mathematics** Grade **3** Test **Palmetto Achievement Challenge Test**

Edition/Publication Year **2005** Publisher **South Carolina Department of Education**

Math 3rd grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	98	98	99	96	93
% Proficient and Advanced	71	63	72	64	63
% Advanced	32	19	35	32	36
Number of students tested	167	176	162	259	260
Percent of students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	97	98	99	96	95
% Proficient and Advanced	76	64	74	65	65
% Advanced	35	20	37	33	39
Number of students tested	140	154	143	237	230
2. African-American					
% Basic and Above	100	I/S	I/S	82	70
% Proficient and Advanced	31	I/S	I/S	36	35
% Advanced	8	I/S	I/S	9	5
Number of students tested	13	I/S	I/S	11	20
3. Disabled					
% Basic and Above	82	89	96	82	84
% Proficient and Advanced	46	25	46	40	45
% Advanced	36	4	17	21	21
Number of students tested	11	28	24	38	62
STATE SCORES					
% Basic and Above	83	83	82	74	72
% Proficient and Advanced	31	30	34	32	33
% Advanced	10	8	12	12	16

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.

ELA 4th grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	96	95	96	94	96
% Proficient and Advanced	70	68	65	61	68
% Advanced	9	7	10	5	7
Number of students tested	194	163	166	251	270
Percent of students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	96	97	96	96	96
% Proficient and Advanced	73	71	64	63	71
% Advanced	10	8	10	5	8
Number of students tested	165	139	153	222	246
2. African-American					
% Basic and Above	92	I/S	I/S	77	93
% Proficient and Advanced	31	I/S	I/S	35	29
% Advanced	0	I/S	I/S	12	0
Number of students tested	13	I/S	I/S	17	14
3. Disabled					
% Basic and Above	85	81	90	77	72
% Proficient and Advanced	33	38	21	44	28
% Advanced	0	6	5	3	0
Number of students tested	27	16	19	34	39
STATE SCORES					
% Basic and Above	80	80	76	80	80
% Proficient and Advanced	36	38	33	34	37
% Advanced	3	3	2	2	2

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.

Subject **Mathematics** Grade **4** Test **Palmetto Achievement Challenge Test**

Edition/Publication Year **2005** Publisher **South Carolina Department of Education**

Math 4th grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	97	96	97	96	89
% Proficient and Advanced	77	71	77	67	51
% Advanced	39	42	43	32	21
Number of students tested	194	163	167	251	270
Percent of students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	99	96	99	97	90
% Proficient and Advanced	80	70	79	70	53
% Advanced	39	42	43	34	22
Number of students tested	165	139	153	222	246
2. African-American					
% Basic and Above	84	I/S	I/S	71	71
% Proficient and Advanced	23	I/S	I/S	35	14
% Advanced	8	I/S	I/S	0	0
Number of students tested	13	I/S	I/S	17	14
3. Disabled					
% Basic and Above	93	81	95	82	62
% Proficient and Advanced	56	28	63	56	28
% Advanced	19	25	16	21	15
Number of students tested	27	16	19	34	39
STATE SCORES					
% Basic and Above	79	80	81	74	67
% Proficient and Advanced	41	36	34	36	26
% Advanced	14	14	14	15	10

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.

ELA 5th grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	94	97	94	94	96
% Proficient and Advanced	61	56	39	58	65
% Advanced	4	11	1	3	9
Number of students tested	163	174	196	261	254
Percent of students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	96	97	96	95	97
% Proficient and Advanced	64	58	41	60	66
% Advanced	4	11	1	3	9
Number of students tested	137	156	171	237	235
2. African-American					
% Basic and Above	80	I/S	I/S	92	85
% Proficient and Advanced	27	I/S	I/S	33	39
% Advanced	7	I/S	I/S	8	0
Number of students tested	15	I/S	I/S	12	13
3. Disabled					
% Basic and Above	55	83	82	56	81
% Proficient and Advanced	9	17	9	20	23
% Advanced	0	0	0	0	4
Number of students tested	11	12	22	25	26
STATE SCORES					
% Basic and Above	77	77	68	74	73
% Proficient and Advanced	30	27	21	25	27
% Advanced	2	2	1	1	2

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.

Subject **Mathematics** Grade **5** Test **Palmetto Achievement Challenge Test**

Edition/Publication Year **2005** Publisher **South Carolina Department of Education**

Math 5th grade	2005	2004	2003	2002	2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Basic and Above	98	98	99	95	90
% Proficient and Advanced	73	74	64	65	60
% Advanced	42	51	27	32	31
Number of students tested	163	174	196	260	254
Percent of students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% Basic and Above	99	100	99	95	91
% Proficient and Advanced	77	77	67	67	62
% Advanced	44	53	29	33	31
Number of students tested	137	156	171	236	235
2. African-American					
% Basic and Above	87	I/S	I/S	83	85
% Proficient and Advanced	40	I/S	I/S	25	39
% Advanced	13	I/S	I/S	0	23
Number of students tested	15	I/S	I/S	12	13
3. Disabled					
% Basic and Above	82	92	96	75	62
% Proficient and Advanced	18	42	27	42	12
% Advanced	9	8	9	21	4
Number of students tested	11	12	22	24	26
STATE SCORES					
% Basic and Above	77	76	75	70	62
% Proficient and Advanced	32	32	28	29	27
% Advanced	15	14	8	11	11

* I/S = Insufficient sample - subgroup contains less than 40 students in 3rd, 4th, and 5th grade combined

Note - Although the number of African-American students at each grade level is small, school wide the subgroup contains a sufficient number of students to be included in the state's assessment reports.