

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

[X] Public or [] Non-public

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

Name of Principal Mrs. April Scott

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Forestbrook Middle School

(As it should appear in the official records)

School Mailing Address 4430 Gator Lane

(If address is P.O. Box, also include street address.)

City Myrtle Beach State SC Zip Code+4 (9 digits total) 29588-8410

County Horry County State School Code Number* 2601051

Telephone 843-236-7300 Fax 843-236-8065

Web site/URL https://fm.horrycountyschools.net E-mail ascott@horrycountyschools.net

Twitter Handle _____ Facebook Page https://www.facebook.com/forestbrookmiddle Google+ Forestbrook Middle School Community

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

Name of Superintendent*Dr. Rick Maxey E-mail: rmaxey@horrycountyschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Horry County Schools Tel. 843-488-6700

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Joseph DeFeo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 30 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 15 High schools
 - 0 K-12 schools
- 56 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	228	187	415
7	231	162	393
8	183	204	387
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	642	553	1195

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 9 % Black or African American
 - 12 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 5 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 18%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	103
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	99
(3) Total of all transferred students [sum of rows (1) and (2)]	202
(4) Total number of students in the school as of October 1	1095
(5) Total transferred students in row (3) divided by total students in row (4)	0.184
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 13 %
153 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Albanian, Chinese, Greek, Pohnpei, Portuguese, Russian, Serbian, Spanish, Tagalog, Turkish, Vietnamese
8. Students eligible for free/reduced-priced meals: 57 %
 Total number students who qualify: 679

Information for Public Schools Only - Data Provided by the State

The state has reported that 74 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
156 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>15</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>32</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>87</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>9</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	4
Classroom teachers	63
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

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

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

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

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

15. Please summarize your school mission in 25 words or less: The mission of Forestbrook Middle School is to prepare students for lifelong learning with challenging, innovative curriculum and high expectations while cultivating individual talents.

PART III – SUMMARY

Forestbrook Middle School serves approximately 1,195 students in grades six through eight in the Socastee Community. According to the 2010 Census, the racial makeup of this community was 83.80% White, 7.51% African-American, 0.44% Native American, 1.55% Asian, 0.18% Pacific Islander, 3.98% from other races, and 2.56% from two or more races. The Hispanic or Latino of any race was 8.32% of the population (2010 Census data for ZIP Code 29588). The median income for a household in the Socastee Community was \$45,890; the median income for males was \$26,039 and the median income for females was \$22,473 (Myrtle Beach, SC 29588 Household Income Statistics). Of the highest educational level the population in this area attained, 12.67% did not complete high school, 33.08% completed high school, 26.82% attended some college, 9.67% completed an associate degree, 13.12% completed a bachelors degree, and 4.64% completed a graduate degree (Myrtle Beach, SC 29588 Education Level Profile and Enrollment Statistics). About 7.6% of families and 12.0% of the population were below the poverty line, including 17.1% of those under age 18 and 6.6% of those ages 65 or over (2000 Census). The population of this community is considered transient due to the number of people who move to the Myrtle Beach area to serve the tourist population. Most parents that live in the Socastee attendance area work as classified employees in the areas of recreation, accommodation and food services, and retail.

Parents, students, and community members value education and are involved in the life of the school. Our students' parents want their children to be college and career ready, and they support their students academically. The parents in this community are trusting and supportive of the school staff to ensure a partnership for the best interest of their child. Our school strives for excellence. Since the spring of 2014, Forestbrook Middle School has participated in the Horry County School district's personalized digital learning initiative. As a part of this process every student received an iPad to use during the school day and during this school year have the option to take the iPad home at night. Teachers have participated in intensive professional development specific to using technology in their content area and on implementing blended learning rotations within their weekly lesson plans. Our school is also actively working toward the implementation of new state standards and preparing students for success in high school with a focus on college and career readiness. Students, teachers, leaders, staff, parents and community strive daily for Excellence – Every day, Everywhere.

Our school exemplifies quality education in South Carolina because we take pride in everything we do. Last year, our parents, staff, and students worked together to achieve the best test scores in the history of our school. With constant collaboration and reflection our school was named Palmetto's Finest in 2013-14. This award is given by the South Carolina Association of School Administrators annually to one school at each level that represents an exemplary model for the future of South Carolina education. We consistently use all tools and strategies available to monitor student growth, and our staff is committed to designing engaging lessons, infusing technology, and focusing on student data with multiple and varied opportunities for students to achieve excellence. Our teachers work with students to identify individual strengths and areas for improvement. We ensure differentiation by using test and classroom information to design instruction so that each child develops college and career readiness. The young people of our school have risen to the challenge, and we are confident that they will have continued future success.

Forestbrook Middle School fosters a collaborative environment 100% of the time, showing our commitment to teamwork. Our collaborative efforts create the real learning communities that make a difference in our students' educational opportunities, and teachers support the school's vision for student learning as a responsibility to inspire learning, empower students, and enrich their lives. To recognize students' diverse learning needs, and meet and exceed expectations at both school and district levels, our teachers make sound educational decisions based on data and best practice to reflect the best interests of students. Teachers personalize student learning by using data from formal and informal assessments, by observing students in the classroom environment, and by listening to student feedback and reflection on teacher activities and concepts gleaned from the instruction. Our teachers and students are technologically savvy, and it is in their inquiry-based learning environments that available technology helps students develop problem-solving and critical thinking skills.

Our students are exposed to engaging, authentic learning experiences on a daily basis. Our teachers create assignments that cultivate their individual talents and highlight student excellence. Our students excel as learners, leaders, athletes, scholars, co-teachers, and above all, well-rounded, productive citizens ready to meet the challenges of an ever-changing global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Forestbrook Middle School, the core curriculum is composed of national, state, and district standards. These standards outline the skills students are expected to learn at each grade level in English language arts, math, science, social studies, and exploratory classes. Horry County Schools reviews the state standards closely to develop pacing guides that provide the framework for student learning. At FMS, teachers and administrators review student achievement data conscientiously and consistently throughout the year to design differentiated collaborative learning opportunities for students in all classrooms. Teachers also use digital content to personalize student learning. In math and English language arts, teachers use Compass Learning, Measures of Academic Progress (MAP), USA Test Prep, ALEKS (math digital content provider), and Achieve 3000 (ELA digital content provider). In science and social studies, teachers use Discovery Education Techbook, USA Test Prep, and iTunesU courses. In all courses, teachers use a variety of apps and online programs to enhance and support instruction. Our teachers meet with administration weekly in content-specific collaboration meetings to reflect on student achievement data and individually at least three times during the school year: they reflect on PASS scores at the beginning of the school year and MAP/Benchmark scores during the winter and spring testing cycles. Our administrative team is working with teachers to focus on how they are teaching their content while keeping pacing in mind during collaboration and conferences.

Teachers personalize student learning by using data from formal and informal assessments, by observing students in the classroom environment, and by listening to student feedback and reflection on teacher activities and concepts gleaned from the instruction. We maintain high academic and behavioral expectations and put service to students above all else.

English language arts:

The focus of our English language arts curriculum at Forestbrook Middle School is to strengthen students' skills in reading, writing, and language. Our mission is to encourage students to read information critically so they can communicate their learning effectively. Our continuum of services for English language arts ranges from intensive and strategic interventions for students who are performing below grade level to an accelerated program of study for students who are above grade level in English that includes high school credit opportunities in 8th grade. Each unit from the English language arts district consensus map consists of an essential question and genre focus that includes literary and informational texts, a guaranteed writing experience, a technology component, specific skills focus, and grammar and vocabulary study. Students also participate in research-based performance tasks throughout the year in preparation for state testing. Students in grades 6-8 also complete a research paper and project based on the social studies standards for the corresponding grade level. The 8th grade research project is part of the National History Day project, and students who participate are entered into the regional competition, with opportunities to advance to the state and national level. Teachers use the Literary Based Question (LBQ) to teach students how to analyze literature to help answer an overarching question about a theme from a certain text and how to cite evidence from their sources. Blended learning using digital content from Compass Learning, USA Test Prep, and Achieve 3000 helps ELA teachers strategically group students for remediation or acceleration.

Math:

The focus of the math curriculum at Forestbrook Middle School is to strengthen students' skills in ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability, and functions in 8th grade. Our commitment to excellence through instruction, continuous professional development, well-designed curriculum, technology enhanced learning, and real world connections will help ensure that students achieve college and career readiness in order to compete in an ever changing society. Students are challenged to develop skills in analysis, reasoning, creativity, collaborative learning, and self-expression as they gain knowledge of mathematics. Our continuum of services for math ranges from intensive and strategic interventions for students who are performing below

grade level to an accelerated program of study for students who are above grade level in math that includes high school credit opportunities in 8th grade (Algebra I and Geometry, specifically). Blended learning using digital content from Compass Learning, USA test prep, and ALEKS helps math teachers strategically group students for remediation or acceleration.

Science:

The focus of the science curriculum at Forestbrook Middle School is to strengthen students' skills in life science, earth science, and physical science. Our teachers use USA test prep and differentiate during instruction. Our science instruction focuses on the learning cycle and blends traditional lab experiences via the SEPUP curriculum with online and technology experiences utilizing the Gizmo program and the Discovery Ed Techbook. Our 8th grade students have the opportunity to take science classes at the honors level. Students are progress monitored using benchmark testing four times throughout the school year to prepare for end of the year state testing. Teachers use the data from these benchmark tests to remediate standards, accelerate the curriculum as needed, and ensure pacing.

Social Studies:

The focus of the social studies curriculum at Forestbrook Middle School is to strengthen students' skills in early cultures, contemporary cultures, and South Carolina history. Much of the focus in social studies is ensuring pacing in order to have proper review time prior to state testing. Our social studies instruction provides opportunities for students to draw upon geography, law, philosophy, politics, and religion to make informed decisions as citizens of an ever-changing global society. Students participate in the Document Based Question process (DBQ) in which they analyze primary source documents to help answer an overarching question about social studies and cite evidence from their sources. Students are progress monitored four times throughout the school year to prepare for end of the year state testing. Teachers use the data from these benchmark tests to remediate standards, accelerate the curriculum as needed, and ensure pacing.

College and Career Readiness:

To prepare students for college and career readiness, our state has adopted college and career readiness standards for 2015-2016. Students in grades 6-8 this school year will take the ACT Aspire test in reading, English/writing, and math (we will pilot science in 8th grade only). Our district purchased two digital curriculum programs, Achieve 3000 and ALEKS to teach students to become more independent learners in small, focused groups. Students will also be able to respond to the demands of increasingly complex texts in all content areas, value evidence, use technology effectively, and demonstrate an understanding of others' perspectives and cultures. Focusing on these skills will enable our students to compete in a global society beyond secondary school.

2. Other Curriculum Areas:

Exploratory teachers design their courses to ensure alignment with grade level core academic standards. The exploratory classes at FMS provide opportunities for students to experience the arts, physical education/health, technology, music, foreign language, and academic support/enrichment. Arts opportunities include yearbook, drama, and visual art. These exploratory classes offer extracurricular clubs, a yearly talent show, and a school play. This year our school is producing *Legally Blonde, Jr.*, our first-ever musical. Many of our students participate in local, state, and national contests as a part of these classes. Students in grades 6-8 participate annually in physical education/health classes – the teachers focus on developing students physically, emotionally, and socially by tracking fitness, and health wellness and nutrition. To meet the demands of college and career readiness in preparation for 21st century workplace, students take a variety of keyboarding and computer apps classes; 7th and 8th grade students earn high school credit for these classes. Our school offers music appreciation, band, chorus, and orchestra. Students have opportunities to audition for county, region, and state competitions, as well as competitions throughout the country. In fact, our orchestra students recently performed as part of a festival at Disney World. Students also have the opportunity to try out and participate in our school's first annual chamber orchestra, which meets before

school each week. This year in our band classes, 27 out of 31 students made All-County; 13 out of 18 students made region band; and 2 students made All-State. Band, orchestra, and chorus students perform during two major concerts a year, as well as during assemblies and for special events.

We have a diverse population of students who participate in foreign language development to support transition to our feeder high school, which offers an international diploma as part of its International Baccalaureate program. Academic support/enrichment classes include Academy of Reading, Creative Writing, Read 180, Learning Strategies for Science/Social Studies, VMath, and Math Enrichment. Students in creative writing classes have placed locally, regionally, state wide and nationally in various writing and art contests. In addition, we have student-created writing and art contests sponsored by our school's art and literature magazine, PoArtStory.

During Extended Learning (our after school tutorial program), students have the opportunity to build upon their skill set in all disciplines at a personalized, digital pace. Academic exploratory classes such as Read 180 and the Academy of Reading provide encouragement and support in reading in addition to students' English language arts class. VMath and Math Enrichment classes provide additional support for students in math, and Learning Strategies classes support students who need support in science and social studies.

Students are afforded multiple avenues to cultivate their talents by taking part in extracurricular opportunities such as Mock Trial, Math Counts, Student Council, Junior Beta, Fellowship of Christian Athletes, Robotics Team, Step Team, Booster Club for Technology, and Archery. Our Mock Trial team has competed in and won region and state awards for the last five years, as well as both Battles of the Carolinas, and our archery team sends members to the state competition every year. The school's math counts team has been highly successful in earning top recognition in the region competition, and is sending a representative to state this year. Annual opportunities in which students participate include the Spelling Bee, Geography Bee, Soil and Water Essay, National History Day Competition, and the Lieutenant Governor's Essay. Many of our seventh and eighth grade students play on athletic teams. These students participate in cross-country, track, golf, swimming, football, cheerleading, soccer, basketball, and baseball, mostly on high school teams.

3. Instructional Methods and Interventions:

Teachers in all content areas consult the state standards appropriate for their grade level and content when planning for instruction. Students are organized in differentiated learning groups for the majority of their instruction. On a daily basis, each teacher's agenda follows the anatomy of an effective lesson, which includes an opening/warm-up, a teacher-led activity, a gradual release of responsibility to the students in a student-led activity, the objective/standard, closure/reflection, and homework. Teachers are expected to incorporate a blended learning model into their instructional agendas two to three times a week. This approach focuses on small-group, personalized instruction blended with digital content.

In the classroom, students are grouped collaboratively to complete learning tasks assigned by teachers. In science classrooms, students collaborate to hypothesize and complete lab work; in social studies, students analyze primary source documents and maps. In math classrooms, students work collaboratively to analyze word problems and deduce the correct formulas to use when solving math-related problems. In English language arts, students collaborate on peer revision and when using close reading strategies to analyze literary and informational texts. In fine arts classes, students must collaborate to create a music ensemble, and in physical education classes, students must communicate and work in teams to complete tasks required of sports.

To support the district's Personalized Digital Learning (PDL) initiative, teachers have blended traditional face-to-face instruction with digital content usage to personalize student learning. Because all of our students have iPads, many teachers have created online learning environments in programs such as Edmodo that enable students to collaborate digitally when analyzing texts, creating projects, and responding to reflection questions. Student learning is supported as faculty and staff members guide students through school course options that best suit their needs during fifth and eighth grade transition meetings, data conferences with students, and IGP meetings. Our academic teachers are teamed to optimize student learning and personalize their educational experiences throughout the school year. The instructional coach

maintains the school's data room, a warehouse for student achievement data. Academic teachers meet in this data room after each formative testing cycle to determine student growth and remediation opportunities for their students based on the test scores.

Over half of our teachers have been formally trained and coached on implementing Kagan structures in their classrooms to ensure student accountability and engagement in learning. Kagan Cooperative Structures are designed to ensure positive interdependence, individual accountability, equal participation, and simultaneous interaction with the classroom content.

The middle school level response to interventions process (RtI) allows students with special needs to be served in a small-group environment on a daily basis. Our co-teaching model provides students opportunities not only to interact with a larger group of students, but also includes the support of a co-teacher and the opportunity to return to small-group instruction if necessary. Students who need extra time or help with homework may sit at the Homework Table during lunch. Strategic interventions for students include the Next Generation Read 180 model, which is a program that provides extra literacy support in addition to the student's regular English language arts classroom. Students may also participate in our VMath exploratory to receive additional support in their math class. Students enrolled in strategic interventions participate in addition to their academic ELA and/or math classes. More intensive interventions include core replacement programs such as Language!, Transmath, and VMath. In these courses, students are taught in an intensive small-group setting, which enables teachers to tailor instruction to meet the needs of these students while filling in learning gaps these students may have. Gifted and Talented services include participation in above grade level classes in math and English language arts. Eighth grade students have the opportunity to take high school credit classes in keyboarding, computer apps, Algebra I, and English I. Students identified as gifted and talented also take honors science and social studies classes. In seventh grade, students who are above grade level have the opportunity to take Algebra I for high school credit. IEP/504/ESOL services are available for students needing accommodations in their school day or on assignments. Meetings are held annually or on an as-needed basis to review accommodations and providing an optimal learning environment to meet students' needs.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The achievement of our students, evident in the assessment results, shows our commitment to excellence in academics. We received an overall weighted points total of 93.4 to receive an A on the 2014 ESEA Accountability System. The A grade indicates that the school's performance substantially exceeds the state's expectations; Forestbrook Middle was the only middle school in Horry County that earned an A rating. Our absolute rating on the state report card was an overall 3.86. Although all populations within the school show growth on the state assessment, areas that continue to be a focus (for not meeting the Annual Measurable Objective) are the disabled subgroup in ELA, Math, Science, and Social Studies; African-American subgroup in ELA; and Limited English Proficient subgroup in ELA. All of our special education students started the year not meeting expectations. Our school received both an absolute and growth rating of "Excellent" on the state's 2011, 2012, 2013 and 2014 Annual School Report Card. Only 6 other middle schools like ours in the state received an Absolute rating of "Excellent." Our school was recognized as a Palmetto Gold award winner for 2012 and 2013.

The 2014 South Carolina Palmetto Assessment of State Standards (PASS) scores showed improvement in exemplary scores in science, social studies, and writing. Our school exceeds the percentage of students scoring exemplary in schools with students like ours in every subject area. Students scoring "Exemplary" demonstrated exemplary performance in meeting the grade level standard; students scoring "Met" met the grade level standard; and students scoring "Not Met" did not meet the grade level standard. PASS assessment results for the spring of 2014 indicated that 86.1% of students scored "Met" or "Exemplary" in writing. 82.1% of students scored "Met" or "Exemplary" in ELA (Reading and Research). 89.5% of students scored "Met" or "Exemplary" in Science. 87.7% of students scored "Met" or "Exemplary" in Social Studies; and 86.5% of students scored "Met" or "Exemplary" in Mathematics. ELA continues to be an area of focus overall. Approximately 3% of our population participates in alternative assessments. Students take the National Center and State Collaboration Alternate Assessment (NCSC) for math and English language arts, and they take South Carolina Alternate Assessment (SC-Alt) for science and social studies.

Our Algebra I End of Course Examination program (EOCEP) scores are well above the district average and are the best among middle schools. The passage rate for both the English I and Algebra I End of Course tests is 100%.

Our school's commitment to excellence in academic and assessment performance stems from district and state initiatives for preparing our students to be college and career ready, as well as focusing on differentiated instruction and reducing whole group instruction 50% of the class time.

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

Teachers and administrators review student assessment data on a consistent basis weekly in collaboration meetings. The curriculum coach maintains the school's data room, a warehouse for student achievement data. Math and English language arts teachers meet in this data room after each formative testing cycle to determine student growth and remediation opportunities for their students based on the test scores. They also use these scores to help predict student achievement performance on the state assessment. Our teachers use digital content to remediate standards or accelerate curriculum to personalize student learning. Compass Learning is an online program that pulls remediation lessons based on student Measures of Academic Progress (MAP) scores. Math and English language arts teachers use this program to fill in students' learning gaps for specific concepts assessed on MAP. USA Test Prep is another online program all teachers have access to and use for personalized extension and enrichment opportunities for students in math, English language arts, science, and social studies. With this program, teachers can create and assign benchmark tests, educational games, and vocabulary review based on areas of concern from MAP tests. Algebra I and English I teachers use the program to prepare students for the End of Course state assessment.

In Science and Social Studies, teachers meet weekly to lesson plan and ensure pacing. In addition, they utilize the data cycle for units to accelerate and remediate students based on pre-assessments and post assessments. Our district mandated benchmark test is utilized to ensure students understand the standards and are on pace to complete all standards prior to testing. Teachers utilize the results of these benchmark tests to remediate and provide extension opportunities for students based on their areas of weakness. We also look for grade level trends and patterns to establish remediation opportunities and ensure pedagogical discussions within the grade level teams.

Communication between home and school is critical during the middle school years. Individual student summative assessment results are sent home to parents in hard copy reports format via students, and the school report card may be accessed digitally on the state department and school websites. Information is sent home with students on a regular basis. We encourage parents to contact their child's teacher, guidance counselor, administrator, or instructional coach with any questions they have regarding assessment data. Parents are also encouraged to use our PowerSchool portal for 24-hour access to grades for formative assessment and attendance. Parent conferences are held during the teacher's planning period, and team conferences are attended by all academic teachers. Parents are encouraged to call the school to schedule conferences. Forestbrook Middle holds two parent conference nights each school year to meet with parents to share student progress and achievement. Open House is held in the fall of each school year. Parents are encouraged to attend in order to learn more about school programs and expectations. Once state assessment scores are available, literature is sent home to parents explaining their scores. Guidance counselors are available to discuss individual assessment scores with parents and students. Teachers conference with students about PASS, MAP, and Benchmark scores after each assessment administration. To maintain a consistent and positive relationship between school and home, our teachers send home a classroom syllabus at the beginning of each school year indicating the critical components of their curriculum and classroom management practices. Many of our teachers maintain an online storage warehouse (such as Edmodo, Weebly, and Google Classroom) for students to access teacher resources and submit their work. Some teachers also send parent emails prior to beginning a new unit or to communicate benchmark due dates for major projects and assessments. Interim progress reports and report cards are also sent home for parents to view their child's grades. Administrators and guidance counselors meet with at-risk students after interim reports and report cards are distributed. Teachers and guidance counselors provide students opportunities to discuss college and career options gleaned from a multitude of career assessments and interest inventories during class and during their Individualized Graduation Plan (IGP) meetings with parents. Maintaining high expectations fosters high student performance and is a continuous process, using data to drive instruction and collaborating with parents to ensure student success.

Part VI School Support

1. School Climate/Culture

In order to maintain a school wide culture of excellence, our faculty and staff take great measures to inspect what we expect. Not only does our principal meet with collaboration teams on a weekly basis to share her high expectations for faculty, staff, and students, she and the administrative team follow up on these expectations through modeling, conversation, and observation. Our school celebrates success year round to recognize student achievement that exceeds the norm. Our support system for new faculty members is unparalleled; all members know they are part of a team and not left to do things on their own. Our professional, positive environment is cultivated by encouraging teachers to have input in the decision-making process and to take risks that support student achievement. Our classrooms are models of student-centered instruction, and our faculty, staff, and students are not afraid to roll up their sleeves and pitch in when necessary. Our principal has created a strong rapport between teachers and administration by always letting them know what initiatives are forthcoming and reminding them of school, district, and state expectations. Because of this, 100% of our teachers indicated they were satisfied with the learning environment on the 2014 state report card. Our principal continually strives to reflect upon her own best practices by providing the necessary resources to ensure student success and by establishing open, multiple modes of parent and community contact. It is important for administration to support teachers in a variety of ways. We remind our staff that there is strength in numbers, so we provide opportunities for teachers to collaborate within the building and with other schools, if necessary. Our students genuinely believe in what we are doing because we take time to monitor and meet with them about their grades, behavior, and assessment data. Our principal trusts that staff and students will do the right thing, even when no one is watching.

When advertising and communicating student opportunities and activities, our school provides both digital and paper copies of newsletters and flyers, advertises on the school's Facebook page, and ensures a variety of student activities to account for different interest levels, aptitudes, and abilities. Our guidance counselors hold interim conferences with all students to remind them of opportunities to get involved in school wide activities. Our bilingual staff members are on-hand to encourage student and parent participation. School wide assemblies recognize students for academic achievement, academic improvement, participation in contests, and success in extracurricular clubs and programs. Another aspect for students' voices to be heard and to engage in leadership is through service learning opportunities, student council officers, and homeroom representatives. Each quarter, students participate in charities supporting such causes as Ground Zero, Angel Tree, Special Olympics, the Heart Association, and Relay for Life.

2. Engaging Families and Community

Our school works closely with nearly 150 business partners in education to ensure student success. To show our school's support for local businesses, we put a sign with their logo in our main hallway. Our School Improvement Council and Parent Teacher Organization members serve as liaisons between the school and community in order to communicate all of the great things our school does for students on a daily basis. Many local eateries host school nights during which community families receive a percentage off their meal if their children attend our school. Some local businesses come in and sell their wares during evening events such as the school play and talent show, and many of our business partners have volunteered to feed our staff to show their appreciation for our school. A local skating rink hosts a day every couple of months from which our school PTO receives a portion of the fees to purchase things our students need. Last year, our PTO used funds raised at various community events to purchase a full mobile laptop lab and charging cart for student use in the classrooms. Our PTO also sells items from t-shirts to tumblers advertising our school logo on it to parents and community members during evening and athletic events. The principals of the schools in our attendance area meet quarterly as part of an Advisory Board to discuss business opportunities as well as ways to increase vertical articulation opportunities for parents, teachers, and students from elementary through high school. Our community is involved in our school's Volunteer Program, our Senior Citizen's Panel that comes in to be interviewed by our students for the Lieutenant Governor's essay contest, and invitations to come speak at Career Day. Often times, local

volunteers and students from Coastal Carolina University come in to help mentor at-risk students. We also invite local veterans to participate in our Veterans' Day program, and the public is always invited to holiday lunches and concerts. Local volunteers also speak to students as part of the Santee Cooper Choices program, our eighth grade Drunk Driving Awareness seminar, the seventh grade Great to Wait program, and through our sixth grade Drug and Alcohol Resistance Education program. Our local VFW group supports our students by providing monetary awards for essay contest winners and students who improve academically. Many local businesses also support our school by hosting dinners and other events through our school's Sunshine Club, a group of faculty who donate funds to support school incentives and faculty well-being. In order to enhance our already existing communication efforts, our School Improvement Council brought in equipment to begin a school radio station for parents to listen to in the car on the way to and from school.

Other methods of efficiently communicating with parents and community members include our school and PTO Facebook pages, two marquees strategically placed out on the main road and as you come onto campus, our school website, and our school's quarterly newsletter. We use a program called Parent Link to send messages via phone to parents and community members regarding recent events, and our media center aide sends a daily email to parents with links to events and attachments such as informational flyers and parent and student surveys. Many teachers create parent email distribution lists to send good notes home, and one of our teachers created Good News Cards for each teacher to send home reports of good news to parents. Our district's local news station broadcasts newly debuted programs and events occurring in our school and community by interviewing program participants. Our school hosts other schools in the district who want to come see how our programs work.

3. Professional Development

Professional development is regarded highly in our school district, and many opportunities are provided at the school and district level for teachers to grow professionally. The principal, instructional coach, and grade level assistant principal meet with each content area's collaboration team to discuss instructional decisions and ensure teachers are maintaining an appropriate pace to meet the needs of all learners. On Mondays, all math collaboration teams meet for 6th, 7th, and 8th grade; on Tuesdays, English Language Arts collaboration teams meet; on Wednesdays, all teachers meet during their planning time for technology professional development. On Thursdays, Science collaboration teams meet, and on Fridays, Social Studies collaboration teams meet. During these collaboration meetings, we discuss how teachers are using district consensus maps to progress monitor instructional pace and how they are using standards to make sound instructional decisions to meet the needs of students. Administration also uses this time to share information from the district and community members of which our teachers should be aware. The instructional coach uses this time to facilitate small group professional development sessions that are content-specific.

At faculty and department meetings, teacher leaders share information from professional development sessions and workshops they have attended. Each department sets data-related goals for their students, and each classroom teacher monitors students' progress towards these goals each time they are formally and informally assessed. All teachers participate in Goals-Based Assessment, in which they create an assessment goal for their students and outline how students will attain the goal. Teachers not only list instructional strategies as ways to help students reach their assessment goals, they also list professional development sessions at the school, district, and state levels that they will attend. Many of our teachers also take courses through a partnership with the local university to develop themselves professionally. Teachers at our school are often asked to present classroom best practices and teacher research at the school, district, state, and national levels.

District-level support is also an important component of professional development within our school. Learning specialists from each content area visit teachers in our school at least twice a year, and the instructional coach attends monthly coaches' professional learning community meetings to follow-up on the school visits from the district level. Students themselves write personal assessment goals to meet their

teacher's expectations. Students, teachers, and administration are aware of students' personal growth toward their target goal.

4. School Leadership

Simply stated, the principal's vision for our school is to be the best at everything by maintaining a tradition of excellence and for all stakeholders to exhibit Excellence – Every day, Everywhere. In order to be the best, our principal ensures that all students are prepared for the next level of education and beyond. As the school's educational leader, she views her role as serving as a source of support for our faculty/staff and community. She feels it is her duty to provide and facilitate resources as well as provide time for teachers and community members to talk and develop relationships with one another. Positive student behavior is an expectation at our school, and we take time to reward students for their academic achievement. The mission of our school is to ensure that all learners are prepared for and committed to lifelong learning with integrity by challenging students with innovative curriculum, teaching with high expectations, and cultivating individual talents. Helping students realize their talents and goals in ways that will positively affect their lives and the lives of others is at the heart of what our teachers do. Our staff takes great pride in providing a safe and secure learning environment while offering a wide array of exciting and challenging programs. Our school's effort to be collaborative creates positive learning communities that make a difference in students' learning. Our vision for learning is our commitment to all who are impacted by our work: students, parents, the local community, and even our greater global society. Our goal is to keep our vision at the core of our efforts.

Our school's administrative team has an excellent record of developing leadership capacity through strong mentorship and hiring expectations. We are proficient in hiring the right people to fit our culture of excellence and provide them with the right team of teachers and content area mentor to help nurture and cultivate their talents. Our faculty and staff know what's expected of them, and all expectations are acknowledged and supported from the top down. We strive to maximize teacher potential while honoring their time and protecting student instructional time. Our faculty always knows ahead of time what initiatives are coming down the pipes and are continually reminded of school, district, and state expectations in a timely and efficient manner so as to not waste anyone's time.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	86	89	88	86	80
Exemplary	57	59	61	51	41
Number of students tested	377	351	334	367	336
Percent of total students tested	100	98	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	83	83	84	80	73
Exemplary	49	48	51	41	34
Number of students tested	219	200	216	195	185
2. Students receiving Special Education					
Met and above	40	50	52	47	28
Exemplary	15	9	17	11	8
Number of students tested	52	34	46	55	53
3. English Language Learner Students					
Met and above	75	81	79	78	73
Exemplary	50	47	53	31	24
Number of students tested	40	36	34	36	37
4. Hispanic or Latino Students					
Met and above	79	81	72	81	65
Exemplary	50	44	44	43	19
Number of students tested	42	43	36	37	37
5. African- American Students					
Met and above	70	85	86	67	63
Exemplary	37	26	54	22	22
Number of students tested	43	27	28	36	32
6. Asian Students					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	90	90	91	91	83
Exemplary	62	65	65	57	46
Number of students tested	264	254	231	263	253
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	84	85	86	81	81
Exemplary	59	58	56	46	48
Number of students tested	359	348	371	325	352
Percent of total students tested	99	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	76	82	81	73	74
Exemplary	43	48	44	38	37
Number of students tested	197	201	194	168	183
2. Students receiving Special Education					
Met and above	58	49	52	37	34
Exemplary	18	19	14	2	7
Number of students tested	38	43	52	46	44
3. English Language Learner Students					
Met and above	71	89	73	69	71
Exemplary	43	51	33	34	52
Number of students tested	35	35	30	35	31
4. Hispanic or Latino Students					
Met and above	77	90	75	63	77
Exemplary	43	45	34	31	50
Number of students tested	44	38	32	35	34
5. African- American Students					
Met and above	59	92	65	62	61
Exemplary	27	42	32	33	21
Number of students tested	34	24	31	21	38
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	89	85	91	86	85
Exemplary	67	61	63	50	50
Number of students tested	249	247	273	242	264
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. In 2013, scores for the African American subgroup reflect a higher number of students enrolled in gifted and talented classes. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	83	82	86	87	73
Exemplary	48	43	42	44	31
Number of students tested	354	371	319	343	345
Percent of total students tested	99	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	80	73	81	81	63
Exemplary	40	30	32	34	21
Number of students tested	200	185	174	182	186
2. Students receiving Special Education					
Met and above	42	39	39	42	28
Exemplary	16	11	5	12	4
Number of students tested	43	44	41	43	54
3. English Language Learner Students					
Met and above	75	52	75	86	44
Exemplary	38	24	29	41	11
Number of students tested	24	25	24	29	18
4. Hispanic or Latino Students					
Met and above	79	61	75	88	46
Exemplary	40	33	38	33	18
Number of students tested	38	33	32	33	22
5. African- American Students					
Met and above	90	62	67	71	39
Exemplary	35	23	22	14	18
Number of students tested	29	39	18	28	33
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	84	87	89	89	79
Exemplary	52	47	45	47	34
Number of students tested	249	271	244	258	271
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. In 2014, scores for the African American subgroup reflect a higher number of students enrolled in gifted and talented classes. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	81	88	84	81	77
Exemplary	55	53	51	53	43
Number of students tested	374	350	332	367	336
Percent of total students tested	100	98	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	75	82	79	74	70
Exemplary	45	44	41	42	32
Number of students tested	217	200	214	195	185
2. Students receiving Special Education					
Met and above	39	59	50	33	30
Exemplary	12	18	11	9	6
Number of students tested	52	34	46	55	53
3. English Language Learner Students					
Met and above	68	83	78	67	73
Exemplary	40	40	38	28	16
Number of students tested	38	35	32	36	37
4. Hispanic or Latino Students					
Met and above	73	81	74	76	68
Exemplary	38	43	47	32	14
Number of students tested	40	42	34	37	37
5. African- American Students					
Met and above	61	70	68	56	59
Exemplary	35	22	18	28	28
Number of students tested	43	27	28	36	32
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	88	91	87	87	80
Exemplary	61	59	55	60	49
Number of students tested	263	254	231	263	253
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.

STATE CRITERION--REFERENCED TESTS

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All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	84	88	79	77	79
Exemplary	55	53	51	47	46
Number of students tested	357	348	371	323	352
Percent of total students tested	99	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	76	84	72	69	71
Exemplary	41	45	40	39	38
Number of students tested	195	201	194	166	183
2. Students receiving Special Education					
Met and above	45	65	35	35	46
Exemplary	21	19	6	13	9
Number of students tested	38	43	52	46	44
3. English Language Learner Students					
Met and above	67	77	63	61	61
Exemplary	36	43	27	30	32
Number of students tested	33	35	30	33	31
4. Hispanic or Latino Students					
Met and above	70	74	63	61	59
Exemplary	47	47	34	36	29
Number of students tested	43	38	32	33	34
5. African- American Students					
Met and above	65	83	52	76	66
Exemplary	15	29	32	38	32
Number of students tested	34	24	31	21	38
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	89	90	84	80	83
Exemplary	64	57	58	49	49
Number of students tested	248	247	273	242	264
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.

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Publisher: <u>South Carolina State Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	77	80	79	82	65
Exemplary	47	49	46	47	39
Number of students tested	354	371	319	343	345
Percent of total students tested	99	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	72	72	75	76	55
Exemplary	40	39	37	37	27
Number of students tested	200	185	174	181	186
2. Students receiving Special Education					
Met and above	35	34	29	37	19
Exemplary	12	9	10	5	6
Number of students tested	43	44	41	43	54
3. English Language Learner Students					
Met and above	63	56	63	79	39
Exemplary	25	24	17	29	17
Number of students tested	24	25	24	28	18
4. Hispanic or Latino Students					
Met and above	68	64	63	78	59
Exemplary	34	39	34	34	41
Number of students tested	38	33	32	32	22
5. African- American Students					
Met and above	79	62	54	64	42
Exemplary	38	26	22	14	21
Number of students tested	29	39	18	28	33
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above	79	85	84	84	69
Exemplary	50	55	49	51	42
Number of students tested	249	271	244	259	271
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: Students who are in their first year in school in the US do not take the ELA test, which allows for a discrepancy between the number of children taking the math test vs. ELA. African-American subgroup scores have been reported because the population percentage fluctuates from year-to-year as well as within the school year. In 2014, scores for the African American subgroup reflect a higher number of students enrolled in gifted and talented classes. South Carolina adopted the Common Core State Standards in the 2013-2014 school year. South Carolina College and Career Ready Standards have been adopted for the 2015-2016 school year.