

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13SC1**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mrs. Jodi Wright

Official School Name: New Prospect Elementary School

School Mailing Address: 9251 Highway 9  
Inman, SC 29349-6982

County: Spartanburg State School Code Number\*: 4201011

Telephone: (864) 592-1970 E-mail: Jodi.wright@spart1.org

Fax: (864) 592-2010 Web site/URL: http://www.spart1.org/npe/

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Ronald Garner Ed.D. Superintendent e-mail: ron.garner@spart1.org

District Name: Spartanburg School District 1 District Phone: (864) 472-2846

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Travis Sloan

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 6 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 8650

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	12	24
K	33	30	63
1	20	29	49
2	37	22	59
3	38	36	74
4	28	30	58
5	25	19	44
6	34	21	55
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			426

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
5 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
86 % White  
4 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	435
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 9%  
Total number of ELL students in the school: 37  
Number of non-English languages represented: 2  
Specify non-English languages:

Spanish and Ukrainian

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 211

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 58

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>24</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>59</u>	<u>0</u>

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

21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

---

Follow a scenic highway to our small rural community school nestled in the foothills of the beautiful Blue Ridge Mountains. Here you will discover children diligently pursuing a treasure more priceless than gold. New Prospect Elementary is a unique Title One school where our community is committed to providing opportunities for success and the best instruction for all children. The members of our school community have traditionally shared a common vision that is evident in our mission: "...to provide a quality, student-centered education." Our teachers enthusiastically embrace the challenge of meeting individual needs characterized by a great diversity of abilities and learning styles. The size of the student body enables classes to remain small and provides opportunities for the faculty to know our students personally. Because we believe that it is the right of every child to have the best education possible, we are carefully observing our children and taking a closer look at what we are doing in order for them to become literate and well equipped for success in the twenty first century.

Student-centered learning at New Prospect Elementary dates back to when the doors opened in 1856. The original school was destroyed by fire in 1900 and a large house called "Younger House" served as the school until the present site was secured in 1913. The gym was built in 1933 and through the years classrooms were added as the population grew. Finally in 2004, a new media center, a new office area, and a new wing became part of the school. These historic milestones are a part of this small community's identity as it welcomes home its children. Former students often return to live here.

Presently New Prospect has approximately four hundred and forty students in four year old kindergarten through sixth grade. We house a Head Start program for three to four year olds. Because of the diversity of our students, the teachers are diligent in gathering data from our various assessments. We use Measures of Academic Progress (MAP), Fountas and Pinnell, Dominic, and Observation Survey as our primary assessments for designing our literacy and math instruction. Our Response to Intervention (RtI) is achieved by providing small flexible grouping and individual instruction to challenge learners and by providing additional, effective intervention programs for "at-risk" learners. We accept no excuses for allowing any child in our school to be left behind. Students are remediated based on assessments. Reading Recovery strategies have been implemented as a result of our inquiry to discover more effective ways to meet the diverse needs of our students. Teachers volunteer once a week to offer an afterschool program for our most "at-risk" learners. Transportation is provided for students who attend. Clubs are also offered once a week to infuse the arts. Such clubs are: running club, honors chorus, and drama club.

Not only are we striving to meet academic needs, we develop the whole child. We set high expectations for our students and for ourselves as educators. Staff development has been a key factor in realizing our vision. Our faculty uses our instructional coach to reflect on their practices and learn current research about what is best for children. Students have attained higher levels of achievement on the Palmetto Achievement Challenge Test and the Palmetto Assessment of State Standards for five years in a row, Palmetto's Finest in 2006, South Carolina Distinguished Title One School Honorable Mention in 2009, Palmetto Gold and Silver Awards for the past five years, and three state exemplary awards for our literacy programs. We have received excellent ratings on our school report cards and an "A" as our letter grade. These accomplishments reflect the commitment of our faculty, staff, students and parents. We believe in maximizing the given time in every school day for providing meaningful, interesting, and challenging learning experiences for every child.

Our commitment today has led us to accept an awesome challenge. In order for our expectations to be realistic and achievable, we utilize proven assessments with Depth of Knowledge to discover what our students can do and what they need to do next in order to be successful. Instruction is custom designed with an emphasis on strategic thinking and the Common Core State Standards. Our Professional Learning Communities have helped us grow as a school community with Best Practices, prompted us to examine

our beliefs about how and what children should learn, reflect on what we have done in the past, take a closer look at what we are doing now, and build on this strong foundation to achieve even greater things in the future.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

A. In South Carolina, our current statewide assessment is the Palmetto Assessment of State Standards (PASS), which has been given to third through eighth graders since the Spring of 2009. Students are given this assessment in writing, reading, mathematics, science, and social studies based on grade level South Carolina State Standards. The three levels of performance for this assessment are: Exemplary (student demonstrated exemplary performance in meeting the grade level standard), Met (student met the grade level standard), and Not Met (student did not meet the grade level standard). Depending on the grade level, specific cut scores denote each of these areas. A more detailed explanation can be found at <http://ed.sc.gov/agency/programs-services/45/>.

The Palmetto Achievement Challenge Test (PACT) was our statewide assessment prior to the PASS. It had four performance levels with specific cut scores for each grade level. Achievement levels were: Advanced (exceeded expectations based on curriculum standards), Proficient (met expectations based on curriculum standards), Basic (met minimum expectations based on curriculum standards), and Below Basic (has not met minimum expectations based on curriculum standards).

At New Prospect Elementary, our performance goals as a school is to have ninety-five percent of our students score Exemplary and/or Met. As we look at individual grade reports, our expectations may be higher depending on the grade level's performance in a specific curriculum area. We are always raising the bar of expectations to further challenge ourselves as professionals and our students as learners.

B. New Prospect Elementary has historically maintained high levels of achievement as evidenced in meeting Adequate Yearly Progress and receiving an Absolute Growth Rating of Excellent since 2009. We received the Palmetto Gold Award in 2009 and 2010 for General Performance and Closing the Achievement Gap. The significant gains from 2008 to 2009 were due to reassigning performance levels when the state changed from PACT to PASS. On PACT only students who scored proficient and advanced were reported together, even though Basic was considered to be on grade level. On PASS students who scored Met and Exemplary were combined.

In a notable trend over the past five years, overall our students have been consistent in their performance in English Language Arts (ELA) and Math. In ELA, the third grade students consistently scored above 86% meeting Met and Exemplary on PASS and Basic, Proficient, and Advanced on PACT. In 2011-2012 third grade students scored over 94% Met in ELA showing, almost a four percent gain, while 73% of those students scored in the Exemplary range. In ELA for fourth grade and fifth grade a similar trend is seen: the average passage rate in ELA exceeded 92% over this five year period. Specifically, in fifth grade (the only grade tested), the average passage rate in writing was 91% in 2009-2010 and increased to 95% in 2011-2012. Longitudinally there was an increase of over three percent in a three year period.

Looking at trends in Mathematics over a five year period, grades three through six climbed to a passage rate of over 90%. In grade three and six, students grew over ten percent in mathematics. In grade four, students have grown over seven percent in mathematics. In 2011-2012, 100% of fifth grade students passed the mathematics portion of the PASS test.

In English Language Arts and Mathematics, across all grade levels over the past five years, the subgroup of Free and Reduced-Price Meals/Socio-Economic Disadvantaged students has maintained a difference of ten percent or less compared with all students scoring Met and Exemplary on PASS and Basic, Proficient and Advanced on PACT. We have designed an afterschool tutoring program for students who have not met the cut scores on PASS and Measures of Academic Progress (MAP). This program has targeted our Free and Reduced-Price Meals/Socio-Economic Disadvantaged students. Other ways that we have

reached these students are: Reading Recovery training in first grade, summer reading programs, flex/focus groups, and personalized learning plans and goals. We also make sure that we keep in close contact with parents. A school brochure with all cut scores and explanations of all assessments is clearly outlined for parents and explained in conferences and workshops.

We continue to use data from our MAP reading and math test, Fountas and Pinnell, Dominic Assessment, and benchmarks to differentiate instruction to meet these students' needs. Guided reading is a key component of challenging students to meet the rigor of scoring Exemplary on PASS as well as have the knowledge to score Met. Teachers use data to design flexible groups for reading instruction and use item analysis results from district common assessments for math instruction.

## **2. Using Assessment Results:**

At New Prospect Elementary, we believe that data drives the instructional goals for our students. Our teachers are knowledgeable about using data from multiple sources and challenging our students based on these results.

Before school starts each year, school wide and individual teachers' test results from the end of the previous year are reviewed with the principal. New assessments are administered in September using MAP in reading and math, Observation Survey for Reading Recovery, Fountas and Pinnell, ELDA (for the ESOL population), STAR, OLAI, DIAL-3, TCS2 Nagleri and Dominic Reading and Writing Assessments. In first grade, we rank students according to the Observation Survey and place 20% of our first graders in Reading Recovery. This analysis is led by our District Literacy Interventionist and Reading Recovery trained teachers. One staff member is a Reading Recovery Interventionist and all kindergarten and first grade teachers are Reading Recovery trained or are in the process of being trained.

Grade levels use current student data as well as student performance on PASS to formulate goals for the year. Teachers use a data wall to track progress and meet weekly to monitor progress. Collaborative planning days are used to develop differentiated lessons based on DesCartes and to create flexible guided and shared reading instructional groups to help meet the goals. Flex grouping is used based on Fountas and Pinnell, Dominic, and MAP scores and students move in and out of groups based on their scores and needs. Literacy folders for individual students are maintained to document strategies and chart progress. Twice a year, the faculty and staff meet with the Superintendent to review our Response to Intervention Plan. At the meeting, we collaborate vertically to brainstorm strategies to reach every child.

At the beginning of the year, teachers meet with each of their students to design a personal learning plan and goals. Teachers conference with students throughout the year on their progress. Teachers use school wide assessments as well as data from teacher-created formative and summative assessments, writing prompts, and reading running records as evidence of how the students are achieving their personal goals. Empowering students to have a vested interest in their learning through goal setting is an area we are intently pursuing. Students even conduct their own student-led conferences with their parents. During these conferences, parents are included in the process of having students design their goals and are aware of their child's strengths and weaknesses. If students need additional support, meetings are scheduled with the parents, teacher, assistance team members (guidance counselor, resource teacher, administration, instructional coach, and school psychologist) to design an individual plan for reading, math, and/or behavioral support. In Special Education, Individualized Education Plan goals are developed using MAP assessment, Fountas and Pinnell, and Dominic assessments.

In December, the instructional coach and grade level teachers evaluate students' mid-year progress, administering many of the September assessments again. Grade level teams attend data review meetings to identify grade level performance, students' strengths and weaknesses, and individual teacher trends. From these meetings, strategies are shared by teachers who are experiencing student successes so all team members can learn and share best practices. From February through April, an after school tutoring

program prepares students for end of year assessments; small groups of three to six children receive instruction based on their grade band from MAP testing with a certified teacher.

At the end of the year in April/May, the final administration of MAP, Dominie, Fountas and Pinnell, and PASS is completed. In May, we hold vertical team meetings to share hard and soft data on each child. This meeting also occurs between sixth grade and seventh grade teachers to prepare these students to transition to middle school. Teachers hold conferences with all parents throughout the year. Parents are notified of their child's academic performance through face-to-face meetings, email, weekly newsletters and graded papers, and phone calls. All of these methods have proven successful in parents' understanding of their student's performance. Power School is an online portal through which parents have access to their student's grades and averages. Once data are entered, parents have a readily accessible profile of a child's performance on assignments. Throughout the year, teachers also invite parents for student presentations such as Reader's Theater, writing celebrations, and collaborative group projects. Grade levels also have parents and community members come to the classrooms to volunteer.

Though School Messenger, the school shares information with the community on upcoming events. Our PTO and School Improvement Council also serve as a vehicle in informing the community of our school's achievements.

### **3. Sharing Lessons Learned:**

New Prospect Elementary School has a reputation for outstanding achievement and we are always happy to share our ideas and successful strategies. Our staff has shared many practices with schools in our district and the Upstate regions. Schools came to observe the following practices: flexible grouping in guided and shared reading, use of MAP in planning and instruction, Café and Daily Five strategies, and writing and math practices. We have provided district staff development for four year old kindergarten through third grade through videotaping, peer observations and reflections, and classroom visits. Our related arts teachers have shared their effective strategies with the School Board of Trustees and collaboratively plan with the district related arts coordinator. Our principal is becoming Black Belt Common Core-trained and will be sharing her expertise throughout our district.

We have presented at SC2 Science Conference, South Carolina International Reading Association Conference, and the Social Studies State Conference. These conferences have allowed us to share our practices throughout the state. Some of our teachers participate in the Spartanburg Writing Project and have shared their learning through our Professional Learning Community in our school and district. Many teachers have been invited to other schools in our district to share various practices as Reader's Theater, Student-Led Conferences, and guided reading.

We have also had a lot of interest from other schools about our very successful anti-bullying program that our guidance counselor leads and this has been shared with other schools in and out of our district.

Local colleges often ask us to accept placement of their education majors as student teachers in our school to help prepare them to become effective teachers. We also support our AmeriCorps and Teacher Cadet program from our local high schools. These students are trained to use our school-wide reading strategies to help students with their reading. We are always willing to share the good things going on at New Prospect Elementary and actively seek opportunities to learn from others.

### **4. Engaging Families and Communities:**

We truly embody the Spartanburg District One motto, "Our mission is to provide a quality, student-centered education;" Parent and community support is crucial. An example of this is "Meet the Teacher Day" where we welcome students and parents prior to the start of the school year. This event promotes student success because forming these relationships is vital for a child's academic growth.

Communication continues through student agendas, School Messenger, Power School Parent Portal, school newsletters, classroom newsletters, email, phone, and the school website. A parent workshop entitled, "Connecting the Links," is offered for parents of kindergartners to pave the path to first grade.

Family and community members are important in fostering a positive learning environment. Our Parent Teacher Organization (PTO) and our School Improvement Council (SIC) work together to assess needs in our school and design an action plan. Both PTO and SIC are a part of the planning team for the school's strategic plan. The District Office supports our schools by assigning district employees to mentor students. Parent volunteers are abundant here. We invited our mayor to present to classes on local government. A local meteorologist visited our second grade to extend weather studies.

We partner with community organizations such as local churches to provide backpacks, supplies throughout the year, and snack packs to specific students on the weekends. We confer with families to provide referrals to outside agencies as needed. The community helps provide Thanksgiving dinners, Christmas toys and clothing for children, and money for those in immediate need.

We strive to celebrate reading success with the students in our building. The Cocky's Reading Express visited our school and gave every kindergarten through second grade student a book. Samson, the Therapy Dog, reads with students weekly.

NPE promotes family involvement in the summer by providing family reading opportunities. The media center is open to check out books, read, and enjoy read-alouds. Throughout the year we have events such as: Read Across America, Science Fair with University of South Carolina, special breakfasts, Common Core Workshops, Walk to School Day, musicals and festivals, Drama and Running Club, Veteran's Day Program, and Math and Science Night. We partner with Kiwanis's Club to recognize students through the Terrific Kids Program. Service learning projects include: District Canned Food Drive and children's shelter items. We believe when families and schools come together, it brings out the best in us.

# **PART V - CURRICULUM AND INSTRUCTION**

---

## **1. Curriculum:**

Our school provides a challenging, innovative curriculum designed to meet the needs of all students and to prepare students for life-long learning. Through best practices, instructional materials, science kits, "six packs" of books, textbooks, and technology, the Common Core State Standards are addressed. Identifying learning styles and using thinking maps, cooperative learning, and inquiry-based learning help meet individual needs and enhance student learning. Writing is integrated throughout all content areas.

The newly implemented Common Core in South Carolina places a strong emphasis on embedding English Language Arts in all areas. At New Prospect Elementary we ensure that students receive optimal English Language Arts instructional time by showing students that it is not a subject taught in isolation but part of their daily life in and out of the classroom.

Our mathematics program is academically challenging. We rely heavily on the research of John Van de Walle in that we believe mathematical competence opens the doors for a productive future for our children. Math instruction is active, relevant, and integrated into the curriculum areas. Teachers make sure that students have many opportunities to move from concrete to operational thought by using manipulatives. Mathematics content connections are reviewed through daily math review. Teachers use numerous activities and students view their math instruction as not something that they have to learn, but something that serves a purpose in their world. Connections are made with mathematics in the real-world through integration in science and literacy. As students move through the school, teachers remediate and expand on mathematical content, ensuring that students have the required knowledge to be successful beyond our doors.

The scientific processes of observing, collecting data, predicting, inferring, drawing conclusions, and forming hypotheses are integrated throughout each lesson that we use in our STC (Student and Teacher Created) or FOSS (Full Option Science System) kits. Students use these science kits actively, applying higher order thinking skills, and keeping notebooks. Through this conceptual development, each science lesson ties into and builds on another. Students in fifth and sixth grades participate in a Science Fair and the winners participate in the regional science fair at a local university.

The social studies curriculum focuses on citizenship, history, economics, and geography. Many social studies lessons across grade levels bring content to life by having community stakeholders visit classrooms. Students are able to discover that what they are learning is applicable to "real life." Through a partnership with the American History Grant, we use a variety of primary resources with our students. In addition, students have had opportunities to travel to local battlefields and to hear from a local historian regarding her authorship of a book on South Carolina history.

Teachers in the related arts (art, music, physical education, and computer) support instruction through the South Carolina Frameworks for the Arts and collaborate with classroom teachers to plan instruction to blend within the classroom curriculum. As part of our ongoing infusion of the arts, a Drama Club has recently formed. All students in grades three through sixth were invited to participate. It is an extracurricular program that takes place after school and emphasizes fluency, it will be open to other grade levels as auditions begin.

## **2. Reading/English:**

Much study from authors such as Debbie Miller, Richard Allington, Jim Trelease, Diane DeFord, Marie Clay, and Regie Routman has led to implementation of a research-based, balanced approach to literacy. Our school believes assessment drives instruction; therefore teachers tailor instruction to students'

individual needs based on their current level of knowledge. After assessment such as Dominie, Fountas and Pinnell, MAP, Observation Survey, and Best Practices help students reach their fullest potential. Students are taught using multiple methods: flexible guided reading groups; flexible shared reading groups (kindergarten through first); read alouds; Thinking Maps; anchor charts; Reader's Theater; leveled readers; book clubs; and literature circles. Technology supports reading instruction through Study Island, Accelerated Reader, Starfall, iPad applications, Rosetta Stone, and Promethean Boards. Students are immersed in substantial amounts of meaningful, purposeful reading and writing through varied genres and text complexities. To ensure that our students have a solid foundation and receive strategies to help them become independent readers, kindergarten, first grade, ESOL, and special education teachers are trained in Reading Recovery practices from Marie Clay.

In an effort to improve the reading skills of students performing above or below grade level, flexible shared reading groups are formed based on MAP, Common Core standards, and teacher assessments. MAP testing, Dominie and teacher judgment determine small, differentiated, flexible guided reading groups to ensure success for students of all levels. Leveled readers help aid in improving reading comprehension, fluency, vocabulary and phonemic awareness. Response to Intervention (RtI) students receive many research-based interventions that target their specific deficit. All grade levels are served in an afterschool tutoring program with certified teachers in a small group setting. Every RtI student is offered transportation assistance in order to make certain that each child has the opportunity to attend.

To sustain reading levels throughout the summer, our school offers two summer reading programs. Camp Read A-lot is offered by the Reading Recovery Teacher specifically to at-risk students who have completed first grade and a school-wide reading program is offered to all students by the media specialist. These programs immerse students in print in an effort to maintain or accelerate their reading levels throughout the summer. As a Title One school, we want all students to have the opportunity to read text that is "just right" for their level and varied genres.

### **3. Mathematics:**

Teachers in kindergarten through second grade currently follow Common Core Standards for Mathematics as their grade level curriculum. Teachers in third through sixth grade follow the South Carolina Standards for Mathematics, transitioning to Common Core implementation during the 2013-2014 school year. Full implementation will be in the 2014-2015 school year.

Teachers at New Prospect Elementary believe in best practices, proven, effective strategies that allow all students to succeed in mathematics learning. These strategies include, but are not limited to: using MAP to flex-group students for individual learning; math work stations based on Debbie Diller's book Math Workstations; Target the Question; and Problem of the Day which provide consistent review of math concepts and skills. Our students are exposed to hands-on math manipulatives to build conceptual as well as procedural knowledge.

The district has adopted the Math Expressions curriculum, but teachers at NPE supplement frequently to meet standards and individual needs. We believe that literacy and math instruction should not be isolated from each other; therefore, we integrate literature and writing across the curriculum through math note booking and journaling. Our Book Nook is an additional resource which includes picture books, big books, and other resources to supplement our math instruction. Math integration naturally happens with the use of our STC and FOSS kits in science.

Technology is infused into our instruction through the use of iPads, Active Boards (including Active Votes), and various websites such as Study Island, multiplication.com, Brainpop, and Brainpop Jr. We also implement streaming video from Discovery Education.

New Prospect Elementary provides many opportunities for math intervention. Small groups are pulled out throughout the day to target weak areas. An after school tutoring program, based on MAP data, gives an extra hour of instruction weekly, beginning in February of each year. We also target our above grade level students with challenging enrichment activities, such as our gifted and talented program, workstations, and Target the Question program to promote higher order thinking skills. By flexible grouping based on MAP, we are able to accelerate these students' learning.

Teachers diligently create standards-based assessments to guide instruction. By using the research of Wiggins and McTighe, the backwards-by-design strategy enables us to streamline instruction to target the necessary skills for our students. At New Prospect, our goal is to create global problem-solvers who understand and apply math concepts to their daily lives.

#### **4. Additional Curriculum Area:**

In science, our goal is to educate, encourage, and empower young learners, so they will be equipped with the knowledge to be successful, independent, and curious individuals. We foster the natural curiosity of children from the time they walk in the door. We base our science curriculum on inquiry-based principles. In all grades this inquiry-based instruction is promoted using hands-on learning activities. Through reflecting, questioning, and devising solutions to problems, students learn the scientific method. This approach is fostered through the many FOSS and STC kits that we use throughout all grades.

Science note booking, from research by Michael Klentsky, begins in kindergarten and continues through each grade level. Students experience the three types of writing: argumentative, informational, and narrative through note booking. This builds a consistency of expectations, vocabulary, and processes as students grow in their scientific learning. Our school consistently provides hands-on programs such as Watershed (The Upstate University's Watershed Ecology Partnership Program) for all grades that promote and enhance concepts taught in the regular science classroom. Students collaborate through a variety of activities to question, reason, and explore scientific concepts.

We relate and integrate other subject areas to show how relevant science is to the real world. To showcase and promote this integration of our science and math curriculum, our school has an annual Science and Math night that engages students and their parents in collaborative learning and exploration. Teachers facilitate while parents and students participate in hands-on learning activities. Having parents take part in their child's learning is essential for their success.

Older students participate in several activities, such as the Science Fair and the Invention Convention that engage them in creating, designing, inventing, planning, and testing their ideas and empowers students to think and question for themselves. We encourage this "do it yourself" idea even in the younger grades. Students use exploration and experimental ideas and concepts relative to their developmental level. We believe that by encouraging the skills of questioning, researching, collaborating, and inquiry at an early age, students will move to more abstract thinking sooner. By integrating math, reading, writing, art, music, etc. throughout our science curriculum, we are developing well-rounded students who will be able to make the connections necessary to apply scientific ideas to the real world.

#### **5. Instructional Methods:**

New Prospect Elementary believes that differentiating instruction in all areas is critical in meeting the needs of diverse learners. We use MAP data, Dominie, Fountas and Pinnell, teacher judgment, and benchmark assessments to determine strengths and weaknesses of students. After determining needs, we group students to challenge them at their instructional level.

Our district emphasizes the importance of Response to Intervention (RtI). Using student information, our school uses a data room to track student growth. Teachers collaborate vertically to develop strategies to

help all students excel. Students who are identified as needing special services are served in a variety of programs, including speech, resource, ESOL, EXCEL (academically gifted and talented), and a cross categorical self-contained class. Students are served using various models such as inclusion and mainstreaming. Individualized Education Plans are designed based on MAP scores. Student goals are based on MAP and the state standards.

Our "at-risk" students are served through several programs. The lowest twenty percent of first graders are served through the Reading Recovery Program and continue to be served in second grade by the Reading Recovery teacher in small groups.

Kindergarten and first grade students are placed in flex groups where Reading Recovery trained teachers foster reading strategies. Teachers plan shared reading experiences to build basic skills and accelerate student growth. Lower grade classrooms use literacy and math work stations to reinforce instruction. All grade levels create flexible groups for guided reading experiences. Students move in and out based on their needs. Our Book Nook is stocked with a variety of leveled text sets including high-interest and informational books.

The most "at-risk" students are served in the after school tutoring program. Our dedicated teachers and assistants volunteer their time to work with a group of five or fewer students each week. In grades three through six teachers target critical skills to ensure success on the PASS test.

Technology is infused throughout instruction. We are wireless throughout the school. Classrooms are equipped with at least one computer that is networked and at least one of the following: iPads, document cameras, projectors, and Promethean Boards. For use along with Promethean Boards, we have student response systems (Active Voters). Two computer labs equipped with thirty computers each are available for teachers to utilize and enhance instruction. Our science lab, computer lab, and self-contained cross categorical classroom are equipped with Promethean Boards.

## **6. Professional Development:**

At New Prospect Elementary, we are challenged by our instructional coach to be reflective practitioners. We hold grade level planning sessions twice a month to reflect on our practices, update our Response to Intervention (RtI) walls, review the "at-risk" students' progress, and share new and innovative ideas. We evaluate new data through Fountas and Pinnell, Dominie testing and MAP data to track improvement of our at-risk students and plan needed interventions. This information is used to create study groups for our after school program.

Two Mondays per month are set aside for our Professional Learning Communities. Facilitated by our instructional coach, teachers participate in professional book studies. This year we have studied Debbie Diller's *Spaces and Places* to maximize instructional space in our classrooms. Past texts include Jan Richardson's *The Next Step in Guided Reading* and Debbie Diller's *Math Workstations* to set up guided reading and math workstations within our classrooms. We are currently studying Lucy Caulkins' *Pathways to the Common Core*. Our instructional coach helps the teachers unpack the Common Core Standards and implement those strategies in their classroom lessons. We are using the knowledge gained from this book to create a school-wide writing curriculum.

Our district provides many opportunities for professional development. Grade level teachers share new strategies with their grade level peers from other schools through classroom observations. The district also provides specialized training in Reading Recovery strategies, ESOL, teacher assistant training, and Cognitive Coaching.

Through these trainings, we are able to provide many programs to improve student achievement. Our Reading Recovery program serves many students through one-on-one and small group sessions to

improve reading strategies. We use our data to plan for our small groups in our after school program. This data is used in planning for our flex groups during the school day.

## **7. School Leadership:**

It is widely agreed that the principal sets the tone, expectations, and direction for a school. In order to promote positive relationships, it is extremely important that the leader communicate and involve all stakeholders. The year began with the "The Ten Rules for the Ride of your Life", which gave the new school year an enthusiastic start. At each faculty meeting, the principal showcases one of the ten rules. The faculty and staff received copies of Jon Gordon's *The Energy Bus* to promote positive energy among the faculty and staff.

Also at the beginning of the year, the principal reviews goals and expectations with the faculty, staff, and students. These expectations are discussed throughout the year. Using our data wall, student progress and teacher goals are monitored. The principal's open door policy allows everyone to have input so shared leadership can occur. Monday Memos, leadership team, and committees allow for open communication and strong relationships to be built among faculty. In order to promote shared leadership, committees have the opportunity to meet collegially to make decisions for the school. These committees include the Student and Community Support Committee, Curriculum and Instruction Committee, Beautification Committee, and the RTI/Media Committee. Resources are available that focus on student achievement such as a well-stocked Book Nook and Media Center. The principal also leads the school by emphasizing the use of technology, such as iPads, wireless internet, classroom computers, Study Island, and Brain Pop. Other programs that focus on student achievement include the Reading Recovery Celebration, Summer Reading Program, After School RTI Tutoring, Honor Roll Celebration, Accelerated Reader, and Principal's Writing Scoops.

The principal, curriculum facilitator, and the leadership team provides the faculty with resources to implement the Common Core Standards. Along with sharing high expectations with the principal, the coach offers a reflection question after each observation and keeps the faculty updated on current education issues and advances in best practice. In sharing this philosophy, "It is not about teaching a child to read, it's about teaching a child to want to read," (Jim Trelease) the instructional coach along with the principal visit classrooms regularly to promote the love of reading by reading aloud to students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	93	90	83	82	43
Advanced or Exemplary	58	67	48	43	19
Number of students tested	72	54	51	53	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	93	84	78	71	25
Advanced or Exemplary	49	52	44	24	10
Number of students tested	41	25	27	21	20
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	4	7
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary		Masked	Masked	Masked	
Advanced or Exemplary		Masked	Masked	Masked	
Number of students tested		3	1	2	
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	93	Masked	Masked	Masked	Masked
Advanced or Exemplary	43	Masked	Masked	Masked	Masked
Number of students tested	14	6	9	3	7
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	4	8	3
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					

Masked indicates data were not made public because fewer than 10 students were tested.

13SC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	94	90	88	90	61
Advanced or Exemplary	74	67	71	61	7
Number of students tested	72	54	51	53	60
Percent of total students tested	100	100	94	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	93	84	81	81	45
Advanced or Exemplary	68	48	59	33	0
Number of students tested	41	25	27	21	20
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	4	7
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary		Masked	Masked	Masked	
Advanced or Exemplary		Masked	Masked	Masked	
Number of students tested		3	1	2	
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	79	Masked	Masked	Masked	Masked
Advanced or Exemplary	64	Masked	Masked	Masked	Masked
Number of students tested	14	6	9	3	7
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	4	8	3
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	94	94	87	85	49
Advanced or Exemplary	60	67	44	43	38
Number of students tested	55	49	56	61	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	93	88	85	83	55
Advanced or Exemplary	50	60	23	36	35
Number of students tested	28	25	26	22	30
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	6	4
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	20
Advanced or Exemplary	Masked	Masked	Masked	Masked	0
Number of students tested	4	7	7	6	10
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	8	4	7
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	92	91	83	83	51
Advanced or Exemplary	60	50	57	47	4
Number of students tested	55	49	56	61	48
Percent of total students tested	100	96	93	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	89	84	81	64	40
Advanced or Exemplary	50	40	46	32	5
Number of students tested	28	25	26	22	20
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	6	4
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	0
Advanced or Exemplary	Masked	Masked	Masked	Masked	0
Number of students tested	4	7	7	6	10
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	8	4	7
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	100	94	93	85	78
Advanced or Exemplary	51	69	51	42	47
Number of students tested	44	53	58	50	49
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	100	85	91	88	58
Advanced or Exemplary	43	52	41	40	26
Number of students tested	23	27	22	25	19
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	3	3
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary		Masked	Masked	Masked	Masked
Advanced or Exemplary		Masked	Masked	Masked	Masked
Number of students tested		3	1	3	1
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	36	Masked
Advanced or Exemplary	Masked	Masked	Masked	0	Masked
Number of students tested	4	3	3	11	2
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	9	4	7	4
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	98	98	93	90	49
Advanced or Exemplary	55	52	55	42	9
Number of students tested	44	53	58	50	49
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	92	96	91	88	26
Advanced or Exemplary	46	36	50	32	0
Number of students tested	24	28	22	25	19
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	3	3
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary		Masked	Masked	Masked	Masked
Advanced or Exemplary		Masked	Masked	Masked	Masked
Number of students tested		3	1	3	1
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	55	Masked
Advanced or Exemplary	Masked	Masked	Masked	0	Masked
Number of students tested	4	3	3	11	2
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	90	Masked	Masked	Masked
Advanced or Exemplary	Masked	20	Masked	Masked	Masked
Number of students tested	5	10	4	7	4
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	93	95	72	92	58
Advanced or Exemplary	60	52	38	43	32
Number of students tested	53	60	47	53	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	87	92	74	85	54
Advanced or Exemplary	47	36	35	35	29
Number of students tested	30	25	23	20	28
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	2	3	5
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	2	1
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	30	Masked	Masked
Advanced or Exemplary	Masked	Masked	0	Masked	Masked
Number of students tested	1	3	10	3	4
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	82	Masked	Masked	Masked	Masked
Advanced or Exemplary	27	Masked	Masked	Masked	Masked
Number of students tested	11	4	7	5	4
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PACT/PASS

Edition/Publication Year: 2008-2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced or Met or Exemplary	87	88	85	84	55
Advanced or Exemplary	62	45	51	51	12
Number of students tested	53	60	47	53	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced or Met or Exemplary	77	84	87	75	39
Advanced or Exemplary	43	44	48	35	7
Number of students tested	30	25	23	20	28
<b>2. African American Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	2	3	5
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	Masked	Masked	Masked
Advanced or Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	2	1
<b>4. Special Education Students</b>					
Proficient and Advanced or Met or Exemplary	Masked	Masked	60	Masked	Masked
Advanced or Exemplary	Masked	Masked	0	Masked	Masked
Number of students tested	1	3	10	3	4
<b>5. English Language Learner Students</b>					
Proficient and Advanced or Met or Exemplary	64	Masked	Masked	Masked	Masked
Advanced or Exemplary	18	Masked	Masked	Masked	Masked
Number of students tested	11	4	7	5	4
<b>6.</b>					
Proficient and Advanced or Met or Exemplary					
Advanced or Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

