

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13SC2**

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

Name of Principal: Ms. Nancy Brown

Official School Name: Ware Shoals Elementary School

School Mailing Address:      45 West Main Street  
   Ware Shoals, SC 29692-1499

County: Greenwood      State School Code Number\*: 2451023

Telephone: (864) 456-2711      E-mail: nbrown@gwd51.k12.sc.us

Fax: (864) 456-4470      Web site/URL: http://www.gwd51.k12.sc.us/wses/site/default.asp

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. Fay Sprouse PhD      Superintendent e-mail: fsprouse@gwd51.k12.sc.us

District Name: Ware Shoals School District 51      District Phone: (864) 456-7496

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. Mark Lowe

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**

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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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   2   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  9507

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

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   9
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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	32	31	63
5	26	31	57
6	32	40	72
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>			192

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
13 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
80 % White  
3 % 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: 15%  
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.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1, 2011	208
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 4%  
Total number of ELL students in the school: 7  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 61%  
 Total number of students who qualify: 119

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: 19%  
 Total number of students served: 38

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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>1</u>
Total number	<u>25</u>	<u>5</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: 19:1

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%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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**

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Ware Shoals Elementary School is a community of learners, servers, and leaders. Our school motto is “Learning, Serving, Leading” which summarizes our district’s mission statement: “The mission of Ware Shoals School District 51 is to be the educational leader for the total community, preparing all students to be productive, contributing, and successful members of society.” Our motto is evident in the everyday life of our students, faculty, and staff. Ware Shoals Elementary School is a school where students are engaged in LEARNING in a safe, intellectually stimulating, challenging environment. Our students find happiness and personal fulfillment in SERVING their school and community, using their talents and energy to make a positive difference in their own lives and others’ lives. The students of Ware Shoals Elementary are ethical and trustworthy, and they are committed and confident in LEADING themselves and others along the path of lifelong learning and continuous improvement. Working together to learn, serve, and lead has proven successful for the Ware Shoals Elementary School community.

Ware Shoals Elementary School is located in a small rural community in upstate South Carolina. The school was erected in 1950 on West Main Street. In 1968, the school district was integrated and the name changed to the Ware Shoals Junior High School. In 1991, grades four, five, and six moved into the building and the school was renamed Ware Shoals Elementary School. In 2001, a wing was added to the existing building, providing additional classrooms and a science lab. Renovations were made to the building in 2010, improving energy efficiency and aesthetics.

The closing of Riegel Textile Mills in Ware Shoals in the early 1980s has, over time, negatively impacted the economy, families, and our students. As a result, over sixty-one percent of our students qualify for free or reduced-price lunch. The effects of a depressed industrial economy present additional challenges for the school. The average household income is approximately \$31,770, and the median home value is approximately \$55,550. The disadvantaged socio-economic factor is compounded by the low employability of area adults who lack adequate education and work-ready skills. Nearly 69% of adults over age 25 hold a high school diploma or less.

The goal of Ware Shoals Elementary School is to provide each student with a strong educational foundation which will enable future academic success and prepare each to be career and college ready. The cornerstones of this foundation are Curriculum, Commitment, and Community.

The curriculum reflects the South Carolina State Standards. The school implements essential and consensus curriculum maps to ensure all standards are taught prior to state testing. Measures of Academic Progress (MAP) assessments are administered in the fall and spring each year and the results are used to make instructional adjustments and to target instruction. Teachers use projected and diary curriculum maps based on Best Practices as a vital teaching tool. Comprehensive staff development opportunities support teachers’ classroom instruction.

The commitment to quality education by Ware Shoals Elementary School staff is evident in their commitment to educational excellence. Teachers work together to develop and implement instructional initiatives that improve student achievement. An ongoing assessment of student progress is analyzed to update instructional techniques and approaches to maximize student success. Ware Shoals Elementary School has won five State Incentive Awards and was graded as “Excellent” on the State Report Card last year. Ware Shoals Elementary met all of the No Child Left Behind Adequate Yearly Progress (AYP) objectives for three of the last five years.

Community support is an integral part of Ware Shoals Elementary School’s success. The Parent Teacher Association (PTA) bonds teachers, parents, children, and community in support for the hometown school. Students and teachers are involved in numerous community service projects. A good relationship with the town, businesses, youth organizations, and local churches creates a unique setting where children feel safe, nurtured, and encouraged to learn.

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

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## **1. Assessment Results:**

A. In South Carolina, our current state-wide assessment is called 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 their specific grade level. 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/>.

During the spring of 2007 and 2008, the Palmetto Achievement Challenge Test (PACT) was our statewide assessment. There were four performance levels with specific cut scores for each grade level: Advanced (student exceeded expectations for student performance based on the curriculum standards), Proficient (student met expectations for student performance based on curriculum standards), Basic (student has met minimum expectations for student performance based on the curriculum standards), and Below Basic (student has not met the minimum expectations for student performance based on the curriculum standards).

At Ware Shoals Elementary, our school-wide performance goals are to have 90% of our students score Met and/or Exemplary and fewer than 10% of our students score Not 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 expectations to further challenge ourselves as professionals and our students as learners.

B. Ware Shoals Elementary has historically maintained high levels of achievement as evidenced in meeting AYP in 2009, 2011, and 2012 and receiving an Absolute Rating and Growth Rating of Excellent in 2012. We received the Palmetto Gold and Silver Award in 2009-10, 2010-11, and 2011-12 for General Performance and Closing the Achievement Gap. Significant gains from 2008 to 2009 were due to the reassigning of 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.

Data for the past five years indicate a consistent, steady growth among all subgroups and students. Fourth grade reading scores have risen from 71% scoring Basic/Proficient/Advanced on PACT in 2008 to 92% scoring Met/Exemplary on PASS in 2012. Fourth grade math scores have a similar trend. Fourth grade scores show steady growth in both reading and math with a slight decrease in performance in math in 2010. Fifth grade scores show a similar trend and continue to indicate steady growth in all areas. An analysis of our sixth grade data reveals that there has been a significant increase in sixth grade math. Sixth grade math scores have risen from 76% scoring Basic/Proficient/Advanced on PACT in 2008 to 90% scoring Met/Exemplary on PASS in 2012. Data analysis of sixth grade reading showed a decline in PASS scores in 2009 and again in 2010. To rectify this concern, professional development was provided in data analysis, utilizing MAP data, differentiated instruction, and Best Practices in ELA.

The subgroups of Free and Reduced-Price Meal/Socio-Economic Disadvantaged students and African American students at Ware Shoals Elementary School have shown growth in both reading and math during the last five years. In reading and math, across all grade levels over the past five years, the subgroup of Free and Reduced Meals/Socio-Economic Disadvantaged students has maintained a trend of a 10% or less difference when compared with all students scoring Basic, Proficient and Advanced on PACT and scoring Met and Exemplary on PASS. African American students at Ware Shoals Elementary School demonstrated a difference of 14% or more in reading and math when compared with all students scoring



Basic, Proficient and Advanced on PACT in 2008 and scoring Met and Exemplary on PASS in 2009. To rectify this situation, interventions using Best Practices and research-based instructional practices were provided to the students needing additional support. Since 2010, the African American students have maintained a trend of a 10% or less difference when compared with all students scoring Basic, Proficient and Advanced on PACT and scoring Met and Exemplary on PASS.

While we recognize the positive growth of the Free and Reduced-Price Meal/Socio-Economic Disadvantaged students and African American students, we also acknowledge that an achievement gap with these subgroups still exists. We will continue to use data from our MAP reading and math test and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to differentiate instruction to meet the needs of these students. Guided reading is a key component of challenging students to meet the rigor of scoring Exemplary on PASS and have the knowledge to score Met. Teachers use data to design flexible groups for reading instruction and the Rasch Unit (RIT) band analysis results from MAP for math instruction.

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

Ware Shoals Elementary believes that data drive the instructional goals for our students. Our teachers are knowledgeable in using data from multiple sources and challenge our students based on these results.

Before school starts each year, school-wide and individual teacher's test results from the end of the previous year are reviewed. New assessments are administered in September using MAP in reading and math. Teachers use current student data, as well as the student's individual performance on PASS, to formulate goals for the year. They devise a plan to achieve these goals and meet to monitor progress. Collaborative planning times are used to develop differentiated lessons and flexible guided instructional groups to help meet the goals. Data notebooks are maintained to document strategies and charting progress. In January, grade levels evaluate students' mid-year progress to identify grade level performance, students' strengths and weaknesses, as well as individual teacher trends. Strategies are shared by teachers who are experiencing student successes so all team members can learn and share personal best practices. In March, the final assessment of MAP is administered. Teachers use these data to alter instruction before PASS is administered in May.

Empowering students to have a vested interest in their learning through goal setting is an area we are intently pursuing. Teachers meet with each of their students to design a personal learning goal and conference with students throughout the year on their progress, using school wide assessments and data from such sources as MAP, Compass Learning, STAR Reading, DIBELS, and teacher-created formative and summative assessments as evidence of students' achievement of their personal goals.

Parents are included in their child's goal setting and kept aware of their child's strengths and weaknesses. If students need additional support, meetings are scheduled with the parents, teacher, Response to Intervention (RTI) team members (guidance counselor, administration, director of special education, and school psychologist) to design an individual plan for reading, math, and/or behavioral support. The same procedure is followed for students who qualify for special education services through the Student Assistance Team (SAT).

Teachers hold conferences with all parents at the end of the first nine weeks grading period and as needed throughout the year. Parents are notified of their child's academic performance through face to face meetings, email, weekly graded papers, and phone calls. All of these methods have proven successful in parents' understanding their child's school performance. Through PowerSchool, an online portal, parents have access to district and school news, teacher web pages, and their student's grades and averages. Because parents can see their students' class performance once the data are entered, they can have a clear understanding of how their child is achieving. Furthermore, teachers send out Monday Folders to parents informing them of the weekly learning objectives and grades as well as school events.

Through the Schoolwires web page, our school can share with the community information on items such as upcoming events, guidelines for programs such as gifted and talented as well as our school report card.

Our PTA and School Improvement Council (SIC) also serve as a vehicle to inform the community of our school's achievements. Our low power FM radio station broadcasts school news to the public, and we collaborate with our business partners for events such as Family Night. School and student successes are also highlighted on our morning announcements and student work is displayed throughout the hallways. Our mission is for our parents and our community to know all the great things that are occurring at Ware Shoals Elementary School.

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

Ware Shoals Elementary School has a reputation for outstanding achievement and we are always happy to share our ideas and successful strategies. Our staff is often asked to share ideas for special district committees such as data notebooks, curriculum mapping, textbook selection, and inclusion programs for special education students. Our teachers have provided staff development for other teachers in our district in Backwards by Design unit development and the use of SMART Boards. The administrator is certified as a Behavior Tools instructor and provides training to other employees throughout the district. Our administrator shares formally and informally with other schools in our district on a monthly basis where a portion of the agenda is set aside for sharing good news or what is working well in our school. Local colleges often ask us to accept placement of their education majors during their practicum experiences or as student teachers in our school to help prepare them to become effective future teachers. With our welcoming open door policy, an invitation is always extended to visitors who would like to learn more about our successful educational strategies. We are happy to share the good things going on at Ware Shoals Elementary School.

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

Ware Shoals Elementary School has always had a strong sense of community and parent involvement. The key to our success has been maintaining a strong line of communication between the school, family, and community members. An example of this is our "Meet and Greet Night" where teachers and staff welcome students and parents at the beginning of the school year. This strategy promotes student success because parent and teacher relationships are vital for a child's academic growth. Communication grows throughout the year through methods such as student agendas, Monday Folders, newsletters, email, phone, school radio station, and our school website.

We seek support and input from family and community members, our valued stakeholders. They play an important role in fostering a positive learning environment for our students. Our PTA and our SIC meet and work together to assess needs in our school and to design an action plan.

To support the development of the whole child, Ware Shoals Elementary strives to be a community resource. We confer with families to provide referrals to outside agencies as needed. Our guidance counselor works closely with mental health counselors from an outside agency who contracts with the district to provide additional services. We offer our students a variety of service learning projects. Our student council and Beta Club sponsor can food drives for the town's food bank and raise funds for Greenwood County's Relay for Life.

Ware Shoals Elementary recognizes and celebrates our students' diversity. We pride ourselves on offering opportunities for families to spend quality time together at the school. Throughout the year we have events such as a special breakfast for family members, family lunch events, awards recognition programs, family game night, Saturday school, and open houses. They also give the parents the opportunity to connect with each other. When people come together with their children, it brings out the best in all of us.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

A fundamental part of our mission statement focuses on providing a high performance learning culture in which students are challenged appropriately to become contributing and successful members of society. This is achieved through research-based instructional practices and an emphasis on developing the whole child. The basis of our curriculum is the South Carolina State Standards in conjunction with the State Support Guides. Students are instructed in the core subject areas of English Language Arts (ELA), math, science, and social studies as well as music, physical education, art, library/media, and technology.

At Ware Shoals Elementary, the teachers follow ELA curriculum maps to plan instruction. The school uses the components of the Four Block Literacy Model to teach students reading and writing, including guided reading, independent reading, word study, and writing. The core materials for English Language Arts are the Houghton Mifflin Harcourt Reading Series in grades four and five and Holt, Rinehart, and Winston's textbook in grade six. Novel studies aligned to the state standards are also used to provide instruction.

The core materials for math are Houghton Mifflin math textbooks in grades four and five and Holt McDougal math text in grade six. Students are taught foundational content through developmentally appropriate learning strategies in order to develop conceptual understanding and skill proficiency over time. The math curriculum maps provide information about the pacing of instruction as well as teacher notes necessary for developing instructional lessons and assessments.

Science instruction is aligned to the state standards and promotes higher level learning through problems and projects presented in real world contexts and focuses on hands-on experiences. In addition to the Scott Foresman science textbooks used in grades four and five and McDougal Littell science textbooks used in grade six, teachers incorporate core activities from Full Option Science System (FOSS) and Delta Science Models (DSM).

Our social studies curriculum is supported by Scott Foresman textbooks in grades four and five and Holt textbooks in grade six. In addition to the textbook, teachers use resources such as United Streaming, Social Studies Weekly, and Weekly Readers to enhance instruction. Historical fiction novels and read-aloud selections are used to connect the English Language Arts curriculum to the social studies standards.

Our physical education program follows the South Carolina physical education standards. All students receive fifty minutes of physical education per week in addition to other physical activities such as recess. Activities are designed to maximize movement and physical activity.

Our art program follows the South Carolina art standards; students receive fifty minutes of instruction per week. Art and the Human Experience, published by Davis Publications, is used in instructing elements and principles of art.

The music program at Ware Shoals Elementary School encourages all students to participate in the arts through a variety of experiences. Instruction is based on state and national music standards. Students are given opportunities to play traditional classroom instruments and use current musical technology. Activities in singing, movement, and playing age appropriate instruments are available for all students. Sixth grade students may elect to join the sixth grade band.

The technology program offers opportunities for students to use a variety of technology skills to support our rigorous, relevant, and challenging curriculum. Students use technology to communicate and

collaborate. The technology expectation is that students will be lifelong learners, using technology for research, critical thinking, problem solving and decision making.

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

Challenging all students and holding high expectations for all to grow is a priority for teachers at Ware Shoals Elementary School. The mathematics curriculum is aligned to the SC State Standards. The mathematics curriculum and instruction work together to improve all students' mathematical understanding. The core materials for mathematics are the Houghton Mifflin math textbooks in grades four and five and Holt McDougal math text in grade six and standard mathematics manipulatives; however, teachers are not limited to these resources. Math curriculum maps are developed to provide students with essential learning experiences that develop conceptual understanding, computational fluency, critical thinking, and problem solving skills. Math instruction includes suggestions for supporting all students: readiness activities for students who struggle and enrichment activities for those who are performing on or above grade level.

Struggling math students are identified through the RTI process and prescriptive interventions are developed. These students are identified and monitored by several methods: MAP, PASS, Curriculum-Based Measurement (CBM), Compass Learning, and teacher observations. In order to ensure student success, these students are progress-monitored while participating in the interventions delivered by the classroom teacher and the inclusion teacher. Data will then determine if the interventions will be stopped, modified, or if the student needs a more intensive intervention.

Students who qualify for our Gifted and Talented Program receive instruction using the special class model which provides students with self-directed enrichment activities. This class is designed to provide students who qualify with faster paced and more rigorous instruction with a curriculum that is differentiated to meet their needs. This advanced placement also prepares students for accelerated programs at Ware Shoals Junior High School. At Ware Shoals Elementary School these components work together toward a cohesive and viable mathematics curriculum and implementation.

## **3. Mathematics:**

Challenging all students and holding high expectations for all to grow is a priority for teachers at Ware Shoals Elementary School. The mathematics curriculum and instruction work together to improve mathematical understanding for all students. The mathematics curriculum is aligned to the SC State Standards. The core materials for mathematics include the Houghton Mifflin math textbooks in grades four and five and Holt McDougal math text in grade six and standard mathematics manipulatives; however, teachers are not limited to these resources. Math curriculum maps are developed to provide students with essential learning experiences that develop conceptual understanding, computational fluency, critical thinking, and problem solving skills. Math instruction includes suggestions for supporting all students: readiness activities for students who struggle and enrichment activities for those who are performing on or above grade level.

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programs at Ware Shoals Junior High School. At Ware Shoals Elementary School these components work together toward a cohesive and viable mathematics curriculum and implementation.

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

Although our school's social studies curriculum is based on the South Carolina Academic Standards, and the units and sequence are set by the school's curriculum maps, teachers work hard to make the content relevant and engaging. The mission of Ware Shoals Elementary School is to empower students to be contributing citizens and lifelong learners. To do so, students need to learn the history of our country and the rights and responsibility of citizenship. These essential skills are taught throughout the social studies curriculum from fourth through sixth grade.

Often, social studies content is combined with ELA, as students read primary source documents, analyze text, or research a person or event from the social studies unit. Using the social studies content with the ELA skills provides students an opportunity to apply what they have learned and to see the connections between courses. Teachers use a variety of teaching techniques from student presentations to group and individual projects, to interviews, and a variety of instructional materials.

Technology is also infused into the social studies curriculum as students view video clips from United Streaming, interact with activities on the SMART Board, and use the computer labs to research topics and create PowerPoint presentations. Teachers provide maps, study notes, graphic organizers, and outlines to help students master the key concepts. For many units, teachers collaborate with the art, music, PE, media center, or technology instructors. For example, in their fifth grade art class, students learn about still-life portraits, and create artwork using a western theme while they are learning about western expansion in social studies. This cross-curricular connection also matches their science unit on environments. By tying the units together, students see the relevance and relationships among their studies.

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

The faculty and staff of Ware Shoals Elementary believe that it is crucial to differentiate our instruction in order to meet the various educational needs for all of our students and we are constantly using assessment data to guide our future instruction. Teachers use formative and summative assessments to monitor students. Teachers are skilled diagnosticians who use school test analysis procedures to review assessment data and identify students' strengths and weaknesses. Curriculum maps and instructional strategies to close the achievement gaps are designed based on these analyses. Data analysis allows teachers to determine if what we are doing is indeed affecting student learning.

Teachers plan for differentiated instruction and flexible groupings to meet each student where he or she is in order to facilitate learning. Differentiated instruction and flexible grouping provide students with activities and materials varied by difficulty, student interests, or students' preferred learning styles. Teachers use direct instruction, modeling, and demonstrations to provide instruction in small learning increments that students can comprehend. Cooperative grouping, small group instruction, and peer tutoring are used to group individuals in teams for shared educational goals. Student-centered approaches, inquiry/discovery, problem solving, and hands-on experiences engage students in learning as they ask questions, complete investigations, answer questions, and present the results. Teachers also individualize instruction as they focus on students' individual knowledge as a means to prescribe and remediate. Teachers are adept in observing, listening, leading, facilitating, questioning, and summarizing in order to use decision-making strategies to assist students in learning new standards.

Technology is an integral part of both teacher instruction and student learning at Ware Shoals Elementary School. All teachers have and use technology such as SMART Boards and slates to enhance student learning. Compass Learning is used to individualize student instruction. Two computer labs allow opportunities for students to use technology for research, critical thinking, problem solving, and decision making.

## **6. Professional Development:**

Professional development decisions support our school's vision and mission and impact student achievement. Just as we expect our students to be lifelong learners, teachers at Ware Shoals Elementary are continually involved in learning and growing as 21st Century Educators.

Our professional development has included Curriculum Mapping, Backwards by Design, STEMS, Common Core State Standards, Special Education Inclusion Model, Integrating Technology, Reading and Writing Connections, Behavior Tools, and data analysis. Teachers are also given the opportunity to visit other schools to see "showcase classrooms." Teachers in related arts and other special groups meet with other teachers in their area to share ideas and become stronger in their area of expertise. We are eager to grow professionally in technology to help our students meet state standards and become self-directed 21st Century Learners. Professional development in the area of technology has included SMART Boards, Compass Learning, Senteo Interactive Response Systems, and SMART Slates.

Teachers meet as a grade level to share, develop curriculum maps, analyze data, discuss assessment, and plan instruction. Grade level meetings have also included professional development determined by specific needs of each grade level. Grade level chairs meet with the principal to discuss topics that affect all grade levels.

At the beginning of each year, new test data (such as PASS scores) are presented with charts to show strengths and weaknesses in student achievement within the grade level and within each newly organized class. Each grade level analyzes the data and determines goals for the year.

The staff of Ware Shoals Elementary School believes that one way to be a 21st Century Learner is to participate in book studies. Previous book studies have included *Understanding by Design* by Grant Wiggins and Jay McTighe, *Teaching Essentials* by Regie Routman, *What Great Teachers Do Differently* by Todd Whitaker, and *Mapping the Big Picture* by Heidi Hayes Jacobs.

## **7. School Leadership:**

Our principal believes in a shared leadership model and leadership responsibility is shared with the administrator, faculty, staff, parents, and community. We want the legacy of Ware Shoals Elementary School to be one with a sense of community that embraces diversity and student success. As a collaborative team, we set expectations for all students to develop self-confidence in their individual abilities and to become sophisticated learners. Community members, SIC, and the PTA meet to plan and implement ways to enhance the learning environment at our school. Our school and community have a common interest in developing and nurturing leadership skills within a caring environment.

The principal believes that a child's socio-economic level does not dictate value or potential for learning and achievement and does not constitute an excuse at our school. If a student lacks resources or experiences that would be advantageous to his or her overall development, we build that foundation and provide resources. The principal believes that students who are socio-economically disadvantaged should not be further disadvantaged at school by being denied opportunities or experiences. Our school diligently seeks ways support for children who are economically disadvantaged by providing scholarships for field trips, providing school supplies, purchasing glasses, serving universal free breakfast for all students, and arranging and providing dental and vision screenings on site.

Positive behavior is supported through our Positive Behavioral Interventions and Supports (PBIS) plan. To promote positive choices and leadership skills, we award Positive Postcards to individual students as well as classes that demonstrate positive behaviors. Ware Shoals Elementary School's motto of "Learning... Serving... Leading" sets the tone for the expectations of our students and our faculty.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 4      Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2009-2012/ PACT 2008      Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	89	81	75	82	71
PASS=Exemplary/PACT=Proficient+Advanced	50	38	33	25	18
Number of students tested	56	75	84	91	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	1
Percent of students alternatively assessed	0	100	100	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	78	74	80	63
PASS=Exemplary/PACT=Proficient+Advanced	48	28	25	20	14
Number of students tested	37	46	54	56	49
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	76	Masked	55	63
PASS=Exemplary/PACT=Proficient+Advanced	50	23	Masked	0	10
Number of students tested	10	13	7	18	19
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	4	2	1	
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	64	46	43	64	39
PASS=Exemplary/PACT=Proficient+Advanced	7	20	13	0	11
Number of students tested	14	15	16	14	18
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	3	2	1	
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	9	7	6

**NOTES:** Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards/Palmetto  
4 Achievement Challenge Test

Edition/Publication Year: PASS 2009-  
2012/ PACT 2008

Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	92	78	82	80	71
PASS=Exemplary/PACT=Proficient+Advanced	50	34	36	30	2
Number of students tested	56	75	84	91	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	1
Percent of students alternatively assessed	0	100	100	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	89	74	74	79	67
PASS=Exemplary/PACT=Proficient+Advanced	49	30	33	26	2
Number of students tested	37	46	54	56	49
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	76	Masked	61	68
PASS=Exemplary/PACT=Proficient+Advanced	60	15	Masked	16	5
Number of students tested	10	13	7	18	19
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	4	2	1	
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85	40	50	71	44
PASS=Exemplary/PACT=Proficient+Advanced	28	6	6	7	5
Number of students tested	14	15	16	14	18
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	3	2	1	
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	9	7	6
<p><b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.</p>					



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Palmetto Assessment of State Standards/Palmetto  
5 Achievement Challenge Test

Edition/Publication Year: PASS 2009-  
2012/ PACT 2008

Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	84	82	82	80	79
PASS=Exemplary/PACT=Proficient+Advanced	47	47	36	31	23
Number of students tested	72	78	90	86	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	3
Percent of students alternatively assessed	0	100	0	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	78	79	80	76	69
PASS=Exemplary/PACT=Proficient+Advanced	35	40	34	26	14
Number of students tested	37	54	59	52	49
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	91	81	58	73	56
PASS=Exemplary/PACT=Proficient+Advanced	25	36	25	10	5
Number of students tested	12	11	12	19	18
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	0	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	0	0
Number of students tested	4	3	1		
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	40	40	53	47	42
PASS=Exemplary/PACT=Proficient+Advanced	13	6	7	5	25
Number of students tested	15	15	13	17	12
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	0	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	0	0
Number of students tested	3	3	1		
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	100	100	Masked	100
PASS=Exemplary/PACT=Proficient+Advanced	Masked	92	93	Masked	80
Number of students tested	9	14	15	6	15
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards/Palmetto  
5 Achievement Challenge Test

Edition/Publication Year: PASS 2009-  
2012/ PACT 2008

Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	85	84	79	77
PASS=Exemplary/PACT=Proficient+Advanced	41	39	35	22	1
Number of students tested	72	78	90	86	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	3
Percent of students alternatively assessed	0	100	0	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	76	81	83	75	65
PASS=Exemplary/PACT=Proficient+Advanced	30	37	33	15	4
Number of students tested	37	54	59	52	49
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	75	72	91	63	61
PASS=Exemplary/PACT=Proficient+Advanced	33	9	25	10	17
Number of students tested	12	11	12	19	18
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	0	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	0	0
Number of students tested	4	3	1		
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	67	53	53	53	25
PASS=Exemplary/PACT=Proficient+Advanced	20	13	0	5	25
Number of students tested	15	15	13	17	12
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	Masked	0	0
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	0	0
Number of students tested	3	3	1		
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	100	100	Masked	100
PASS=Exemplary/PACT=Proficient+Advanced	Masked	86	87	Masked	20
Number of students tested	9	14	15	6	15
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Palmetto Assessment of State Standards/Palmetto  
6 Achievement Challenge Test

Edition/Publication Year: PASS 2009-  
2012/ PACT 2008

Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	88	87	82	76
PASS=Exemplary/PACT=Proficient+Advanced	61	35	29	51	14
Number of students tested	76	85	85	81	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	3	0
Percent of students alternatively assessed	100	0	100	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	86	86	83	75	74
PASS=Exemplary/PACT=Proficient+Advanced	55	28	22	35	9
Number of students tested	52	52	59	45	62
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	72	81	86	46	65
PASS=Exemplary/PACT=Proficient+Advanced	36	36	13	15	0
Number of students tested	11	11	15	13	20
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	0	0	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	0	0	Masked
Number of students tested	4	1			1
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	54	60	47	69	Masked
PASS=Exemplary/PACT=Proficient+Advanced	0	0	5	30	Masked
Number of students tested	11	10	17	13	6
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	0	0	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	0	0	Masked
Number of students tested	4	1			1
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	100	100	Masked	100	Masked
PASS=Exemplary/PACT=Proficient+Advanced	91	91	Masked	91	Masked
Number of students tested	12	16	9	15	8
<p><b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards/Palmetto  
6 Achievement Challenge Test

Edition/Publication Year: PASS 2009-  
2012/ PACT 2008

Publisher: South Carolina Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85	77	63	72	82
PASS=Exemplary/PACT=Proficient+Advanced	43	32	25	30	8
Number of students tested	76	85	85	81	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	3	0
Percent of students alternatively assessed	100	0	100	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80	69	59	62	76
PASS=Exemplary/PACT=Proficient+Advanced	38	23	18	22	4
Number of students tested	52	52	59	45	62
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	54	73	60	30	65
PASS=Exemplary/PACT=Proficient+Advanced	9	9	13	7	30
Number of students tested	11	11	15	13	20
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	0	0	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	0	0	Masked
Number of students tested	4	1			1
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	36	40	21	46	Masked
PASS=Exemplary/PACT=Proficient+Advanced	18	0	5	30	Masked
Number of students tested	11	10	17	13	6
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	Masked	Masked	0	0	Masked
PASS=Exemplary/PACT=Proficient+Advanced	Masked	Masked	0	0	Masked
Number of students tested	4	1			1
<b>6. Gifted and Talented</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	100	100	Masked	100	Masked
PASS=Exemplary/PACT=Proficient+Advanced	75	87	Masked	93	Masked
Number of students tested	12	16	9	15	8
<p><b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. For the year 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.</p>					