



## **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 18 Elementary schools (includes K-8)  
7 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
30 Total schools in district
2. District per-pupil expenditure: 10918

### 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: 10
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	22	18	40
K	47	45	92
1	54	48	102
2	55	54	109
3	59	48	107
4	56	43	99
5	52	53	105
6	0	0	0
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>			<b>654</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
13 % Black or African American  
17 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
64 % White  
5 % 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: 21%

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.	75
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	135
(4)	Total number of students in the school as of October 1, 2011	640
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 12%

Total number of ELL students in the school: 78

Number of non-English languages represented: 4

Specify non-English languages:

German, Spanish, Chinese and Russian

9. Percent of students eligible for free/reduced-priced meals: 47%

Total number of students who qualify: 307

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: 12%

Total number of students served: 78

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>51</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>16</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>0</u>
Total number	<u>71</u>	<u>8</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:

22:1

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%	97%	96%	98%	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**

---

Okatie is a small, rural community in South Carolina tucked along the bank of the Okatie River between the towns of Bluffton and Beaufort. Okatie Elementary, home of “Okie the Owl,” is well established and has developed a reputation for “Spreading Our Wings and Learning New Things.” W.I.N.G.S. (Wise Decisions, Showing Initiative, Noble, Generous, and Successful), our responsible student program, fosters the development of respectful and responsible learners—the cornerstone of our ongoing success.

The mission of Okatie Elementary staff, parents, and community is to meet student needs through standards-based academics, emphasizing science, technology, character development, and healthy lifestyles. With nearly a decade of service to Beaufort County and the Bluffton community, our school has continually blazed the trail of 21st Century learning by consistently providing a rigorous curriculum and maintaining an environment of high expectations for all.

We gain strength from relentlessly following the fundamental steps to improvement: analyze, evaluate, discuss, research, plan a course of action, apply, and begin again. In 2012, we achieved an “A” Rating on the Elementary and Secondary Education Act Federal Accountability System. In addition, Okatie Elementary is the only school in our district to receive Excellent/Excellent ratings and Adequate Yearly Progress for the past three consecutive years. Our dedication to excellence has also resulted in the South Carolina Department of Education’s Palmetto Gold Award for overall academic achievement and the Palmetto Silver Award for closing achievement gaps. In 2012, Okatie was one of five South Carolina schools to be honored with the South Carolina Exemplary Writing Award. Our warm, welcoming environment has promoted recognition beyond academics. We are also the honored recipients of the state’s Red Carpet Award for outstanding customer service, South Carolina Department of Education Office of Health and Nutrition’s Fresh Fruit and Vegetable Award, the All School Health Award, and the South Carolina ‘Eat Smart, Move More’ Award.

Okatie Elementary’s diverse population consists of 654 students, pre-kindergarten to fifth grade, representing 18 different nationalities. Growing residential developments in our area have contributed to the wide range of socio-economic backgrounds in the school. To differentiate instruction for individual needs of all students, teachers conscientiously gather data from multiple sources, such as Palmetto Assessment of State Standards (PASS), Measurement of Academic Progress (MAP), the Fountas & Pinnell Benchmark Assessment System, Dominie Reading & Writing Assessments, Elementary and Primary Spelling Inventories, and Everyday Mathematics Assessments. In addition, strong Response to Intervention (RTI) practices in reading and math provide accelerated instruction to students performing in the lowest twenty-fifth percentile.

Okatie educators are building a foundation for students to develop into healthy citizens with a thirst for learning that will last a lifetime. Okatie Elementary is passionate about the development of healthy lifestyles for all. We encourage physical activity and nutritious eating habits. Okie Owls jump-start and end their day by participating in “Kids on the Run” on our quarter-mile track. In addition to in-school physical activity, students are expected to complete thirty minutes of physical activity at home daily, logging miles on a virtual trip to Mt. Everest. In 2003, the school garden, “Okie Acres,” was established. Students plant, cultivate, and harvest the garden, culminating in “Taste of the Garden” events: munching on collard greens, tomatoes, green beans, and more (all fruits of their labor). An after-school garden club meets twice a week in the spring. This club connects healthy eating from school to home by sending vegetables and plants home with children.

Real-world connections and applications augment the school day curriculum. “Sunset Science” outings provide opportunities for students and their families to experience the local environment. To enrich learning, on-campus Family Science Nights, featuring the outdoor classroom and nature trails, provide

authentic use of technology including iPods, telescopes, electronics, and robotics. Master Naturalists also lead families in community exploration walks at Bradley Beach, Pinckney Island, Waddell Mariculture Center, Greenway Trail, and Fish Haul Creek. Families explore local ecology and learn from guest experts who share knowledge of our local area. Okatie Elementary School consistently develops innovative ways to reach out and attract the community to us through business and community partnerships. These partnerships provide student support, supplies, and materials. Volunteers offer fellowship, friendship, and fundamentals vital to the development of the child's positive learning experience.

What makes Okatie Elementary School exceptional? Our students consistently score higher than the district average because of dedicated work involving countless hours of effort and relentless dedication to incremental improvements. As professional educators, we want to contribute to helping others learn; through the accomplishments of the students, we are gratified in our achievements.

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

---

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

A. Okatie Elementary School participates in the South Carolina statewide assessment, the Palmetto Assessment of State Standards (PASS). This assessment began in Spring 2009, replacing the former assessment, the Palmetto Achievement Challenge Test (PACT), and is given each year to third through eighth grade students. The students are assessed in English Language Arts (ELA), Mathematics, Science, and Social Studies, based on the South Carolina academic standards. PASS has three levels of achievement, which are Not Met (students did not meet minimal requirements for the grade level), Met (students met grade level requirements), and Exemplary (students demonstrated exemplary performance for their grade level). The PACT was given prior to 2009 and consisted of four performance levels: Below Basic, Basic, Proficient, and Advanced. These levels were determined based on specific cut scores assigned by the South Carolina Department of Education.

The assessment is scored and data collected by the South Carolina Department of Education and combined with the school's demographic data to produce an annual school report card. Public schools in South Carolina receive two ratings each year based on annual progress. The Growth Rating is based on actual growth from the previous year's administration of PASS and the Absolute Rating is determined by current PASS scores. The ratings are At-Risk (school's performance fails to meet the standards), Below Average (school is in jeopardy of not meeting the standards), Average (school performance meets the standards), Good (school performance exceeds the standards), and Excellent (school performance substantially exceeds the standard). In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA), resulting in a letter grading scale which translates as follows: A (90-100), B (80-89.9), C (70-79.9), D (60-69.9), or F (less than 60).

B. Okatie Elementary has proudly maintained steady improvement during the past five years. In 2008, our school ratings on the South Carolina Annual Report Card were Average for Absolute Rating and At-Risk on the Growth Rating. In 2009, our ratings improved to Good and Average respectively. In 2010, our scores for Absolute and Growth Ratings reached Excellent. Okatie has maintained the Excellent ratings for three consecutive years and is the only elementary school in our district to achieve this distinguished accomplishment. Due to the waiver granted, we also received an Overall Weighted Points Total of 97.1 and an Overall Grade Conversion of A.

Over the last five years, Okatie Elementary has consistently increased the number of students who scored Exemplary on PASS or Proficient/Advanced on PACT. Excluding the 2008-09 school year, more than 75% of our students met the requirements on the state tests in English Language Arts (ELA) and Mathematics. The 2008-09 school year brought about a change from the PACT to the PASS assessment which may have contributed to the decrease in the number of students meeting the grade level requirements in ELA. In 2012, our third and fifth grade students ranked in the top 10% of all state schools and our fourth grade students were ranked in the top 10% in 2011. Also, in 2012, grades 3-5 surpassed the district percentage of students scoring Met and Exemplary in both ELA and Mathematics with 93%.

During this time period, there has been significant growth in ELA and Mathematics by subgroups. For example, the students receiving subsidized meals in third grade who scored Proficient, Advanced, or Exemplary increased from 28% in 2008 to 79% in 2012, with similar results in math. In fifth grade, the African-American students scoring Proficient, Met, or Exemplary in ELA increased from 69% to 85%. The Hispanic subgroup in grades 3-5 has shown continual growth in ELA. In fourth grade ELA, Hispanic students scoring Proficient, Advanced, or Exemplary increased from 20% to 50%. This growth in ELA can be attributed to the district's expectation for all teachers to be certified in Sheltered Instruction Observation Protocol (SIOP), push-in and pull-out instructional support models based on the proficiency

level of the students, and a strong commitment to the importance of writing instruction and the use of Writer's Workshop, CAFÉ Literacy, and the Daily 5. Response to Intervention (RTI) is another strong factor in our student progress, in addition to before and after school programs for all students needing additional support.

In mathematics, the subsidized meal subgroups in grades 3-5 showed incredible improvement. For example, third graders meeting the state standard rose from 75% in 2008 to 90% in 2012. In 2008, 54% of fourth grade students in this subgroup met state standards. In 2012, 78% of fourth graders met the standard. Fifth graders in the subsidized meals subgroup meeting the standard rose from 61% to 90% from 2008 to 2012. All subgroups in third and fifth grades made remarkable increases from 2008 to 2012.

Although we continue to do exceptionally well in reading and math, one area of concern is in fourth grade mathematics. Okatie's data from 2012 indicate an achievement gap of ten or more percentage points between all students and the following subgroups: subsidized meals, African American, and English Language Learners. In order to close the achievement gap, we are using formative assessments to guide instruction, RTI push-in during fourth grade math, and providing before- and after-school guided practice. Our school differentiates instruction through flexible grouping, using the Everyday Mathematics Program, and incorporating Odyssey Compass Learning based on most recent MAP scores.

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

At Okatie Elementary, data drives instruction. Weeks before staff returns for a new school year, our leadership team meets to analyze the PASS data and to determine a course of action to address the findings. In the first few days of school, the leadership team meets with grade levels to discuss the disaggregated data and to formulate a plan to meet the instructional needs of all students.

Three times during the school year, the Measures of Academic Progress (MAP) assessment, as well as the Dominic Reading and Writing Assessment Portfolio and the Fountas and Pinnell Benchmark Assessment System are administered. The assessment results are used to target instructional practices such as flexible grouping, differentiation, and enrichment. Additional assessments used to guide instruction include benchmark writing samples Cold Writes, Cognitive Abilities Test (CoGaT), English Language Development Assessment (ELDA), common assessments, and classroom formative assessments.

Teachers are required to compile and maintain data binders and use the electronic data wall located on the staff drive to consistently monitor student growth. Data binders contain current copies of reading assessments (Fountas and Pinnell and Dominic), Cold Writes, Elementary or Primary Spelling Inventory, and the district MAP Spreadsheet. Teachers also maintain a quarterly assessment grid within the binder which provides a snapshot of their individual class data. The electronic data wall contains interactive pivot tables which display the most recent MAP and PASS scores by school, grade level, class, content area, and subgroups.

Weekly grade level meetings focus on disaggregated data from MAP, PASS, Dominic, Fountas and Pinnell, Cold Writes, and common formative and summative assessments. All data are used to identify grade level performance and student strengths and weaknesses. In literacy, data are used to create small groups, develop mini-lessons, and set individual student goals. In mathematics, common assessment data, in conjunction with MAP, are analyzed by grade level teams to provide differentiated instruction. The aforementioned data are used to identify students for RTI, English for Speakers of Other Languages (ESOL), or Gifted and Talented (GT) services. Teachers providing services to RTI and ESOL students refer to the data for progress monitoring. These data help determine the intensity of RTI and ESOL services the students receive. During weekly Student Intervention Team (SIT) meetings, team members discuss student placement and progress, recent assessments, the effectiveness of the interventions, and how to refine instructional practices.

Academic achievement results are communicated to students, parents, and the community through

multiple forms. Students track progress on MAP by recording their scores in agenda books. Parents receive copies of the School Improvement Council Annual Report and South Carolina Annual School Report Card, which highlight the academic progress and achievement of our students. The School Report Card results are also printed in our local newspaper. Additional communication through an electronic newsletter (E-News) and school and grade level newsletters summarizes our ongoing progress to meet district and state expectations. The school marquee, website, and local media spotlight notable gains and significant accomplishments over the course of the year.

Conference opportunities are available throughout the year. Annually, the district designates a day at the end of the first quarter for parent-teacher conferences. For three consecutive years, Okatie Elementary has had one hundred percent parent participation. Conferences serve as an avenue to celebrate student achievements by showcasing writing binders, journals, Interactive Notebooks (IANS), and technology portfolios. Teachers and parents also discuss academic progress, areas of weakness, and a plan of action for improvement. Academic performance is also conveyed through email, weekly graded papers, and phone calls. Power School Parent Portal provides access to weekly assignments, grades, and averages, enabling parents to monitor student academic progress in real time. In the quarterly progress report, parents receive a school-generated insert (W.I.N.G.S.) detailing individual academic progress and character development.

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

Okatie acknowledges that sharing best practices among our learning community, the school district, and other districts from surrounding areas fosters a culture of collaborative inquiry and professional learning. Teachers, coaches, and administrators are reflective practitioners in our quest for continuous improvement. Staff members actively participate in focused district committees such as the Content Area Leadership Team (CALT), Supporters and Advocates of Gifted Education (SAGE), Curriculum Map Writing Team, textbook selection, District's Implementation Team for the Common Core State Standards (DIT), and Response to Intervention. We have provided staff development for Beaufort County School District in CAFE Literacy and the Daily 5, Balanced Literacy, Reader's and Writer's Workshop, Everyday Mathematics, and Common Core State Standards (CCSS). Two of our staff members are currently enrolled in the Common Core Black Belt course to become certified CCSS trainers. After the completion of this course, they will share their expertise throughout the school district.

Okatie was the first school in the district to implement CAFE Literacy and the Daily 5. Due to our remarkable success in student achievement since its implementation, this model has been replicated throughout the district. Administrators and teacher representatives from within and outside the district often visit the classrooms to observe CAFE Literacy and the Daily 5 in action. Other effective instructional practices and strategies observed include Writer's Workshop and Everyday Mathematics. Our team believes in the importance of collaborative sharing which allows for authentic and open discussions that enhance student learning experiences and fosters collaborative relationships.

In addition to collaborating with colleagues, we work closely with the University of South Carolina, Armstrong Atlantic University, other institutions of higher learning, and Bluffton High School Teacher Cadet Program to assist in the development of future educators. Our staff supports the interns and practicum students with lesson planning, rigorous content, assessment analysis, best practices, and classroom management. Teachers share the importance of becoming reflective practitioners and collaborative partners to foster the highest levels of learning. This is a mutually beneficial partnership since student teachers contribute enthusiasm for learning and current educational trends.

Collaborative and positive relationships foster individual professional development of the staff, leading to the academic achievement of our students on the path to college and career readiness.

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

As a Red Carpet school, Okatie's welcoming environment showcases a strong sense of community and parent involvement. Combined efforts by staff, parents, and the community prepare our children for a successful future by establishing continuous communication and developing partnerships. This has been key to creating our successful learning environment.

The most successful strategy in working with family and community members is communication. Okatie Elementary uses many avenues to facilitate communication between home and school such as student agenda books, school and classroom newsletters, E-news, Power School Portal, newspapers, phone messages, texts, and the school website.

Every Friday, teachers send home a folder with each student containing student work, classroom newsletters, and flyers. In addition to the Friday Folder, students compose a letter to their parents sharing current learning and wonderings. The agenda book includes a calendar with space for daily correspondence between home and school. Successful communication to all stakeholders is accomplished by providing up-to-date information using the marquee, school webpage, and the local newspaper.

Family and community members play an important role in fostering a positive learning environment for Okatie students and are invited to volunteer and participate in a variety of ways. Our Parent Teacher Organization (PTO) and School Improvement Council (SIC) meet monthly to support our academic needs. PTO offers a number of family-oriented events and opportunities, such as BINGO Night, school dances, Fall Festivals, and the End of the Year Picnic. SIC assists in updating the School Renewal Plan by assessing the needs of our school, creating an improvement plan, keeping parents up-to-date on school district issues, and working with the Board of Education along with other SIC groups to ensure success.

Businesses and parents are active in providing services for our Health Fair, Career Day, Field Day and Fundraising Carnival. The Passport for Peace event cultivates an awareness of the different cultures in our community offering a variety of opportunities for families to learn and grow together. Additionally, Okatie offers Family Math, Science, Literacy, and ESOL Nights. Students and families celebrate their accomplishments through Author's Tea, Science Fair Nights, Technology Showcases, and art exhibits.

The circle of education is not complete without including students, parents, and the community. Okatie Elementary is developing a community that embraces education and learning, where parents and community members understand the school's goals and value the high expectations set for all.

# **PART V - CURRICULUM AND INSTRUCTION**

---

## **1. Curriculum:**

The foundation of Okatie Elementary's curriculum is based on Common Core State Standards (CCSS). This is achieved with the integration and support of the community, parents, and administration throughout all areas of the curriculum. By working closely together, educators provide a unique curriculum that is rigorous, engaging, and incorporates higher order thinking skills, thus preparing lifelong learners.

Language Arts instruction is centered on CCSS and rooted in a Balanced Literacy Approach incorporating Interdisciplinary Units. Instruction is grounded in the components of Reader's/Writer's Workshop to include shared, guided, and independent reading and writing. Through this approach, teachers facilitate learning that promotes fluency, accuracy, and comprehension. Flexible, strategic reading groups based on assessment data are used to differentiate reading instruction. Writer's Workshop completes this approach by developing literacy skills across the curriculum.

The spiral approach of Everyday Mathematics (EDM) is consistent with CCSS and creates critical and analytical thinkers. With EDM as a guide, students are not only exposed to the foundations of math but introduced to higher level skills requiring real-world applications. Teachers differentiate instruction with flexible, dynamic grouping to accommodate students' different learning styles. This is determined by analyzing data gathered through ongoing assessments. Teachers design instruction that includes the regular use of writing and literature to articulate mathematical thinking. Lessons are enriched with hands-on activities, manipulatives, and self-guided group work including curriculum-specific games, projects, and problem-solving activities. Through the use of classroom technology and online curriculum software, students are challenged to practice and improve math skills during and after school.

The science curriculum is based on the South Carolina State Standards. Students are guided through an inquiry process using interdisciplinary units. The Scientific Method is embedded in meaningful activities by which students are able to ask questions, collect data, analyze, synthesize, and draw conclusions, allowing them to interpret and make sense of the world around them.

Through our Social Studies Curriculum, students explore community, geography, government, economics, and history. An integrated approach is used for lessons incorporating print media, Streamline (SCETV), and online resources. A concerted emphasis on the use of nonfiction text and historical fiction deepens student understanding of the national and global community.

The Related Arts program includes Art, Music, and Drama. These disciplines offer students instruction rooted in South Carolina's Visual and Performing Arts Curriculum Standards. Literacy activities based on the CCSS such as reading, writing, speaking, and listening are integrated into the Related Arts lessons. Beyond the classroom, students are given weekly opportunities to participate in clubs including chorus, band, drama, gifted and talented art, and theater technology. Performances throughout the year encourage students to fully apply learned skills. Our students are involved in community events and local competitions that further encourage their creative expression.

The physical education program fully involves the students in developing a lasting enthusiasm for health and nutrition. Participating in "Kids on the Run" (school-wide running program) and keeping a daily physical activity log encourage students to cultivate healthy, lifelong habits. From the school garden to the cafeteria table, students are further encouraged to develop healthy eating habits.

Our media center offers both library and computer lab experiences. Students learn to navigate the library, participate in research, and develop a love for books under the leadership of the media specialist. In the

computer lab, students learn how to use technology tools and to apply prior knowledge to their everyday lives through communication, problem solving, and research.

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

Okatie Elementary uses research-based instructional strategies clothed in balanced literacy, facilitating the integration of science, social studies, and writing instruction. Best practice models supporting this integration, such as CAFÉ and Daily 5, are used as the framework for a two-hour literacy block. This comprehensive approach creates the conditions for literacy learning necessary for students to develop language and literacy skills. This format provides a plan tailored to individual student needs, strengths, and weaknesses.

Fountas and Pinnell reading assessments, combined with Measures of Academic Progress (MAP), drive instruction. These ongoing assessments provide information based on student and class performance. Individual reading assessment results are used to identify flexible strategy groups.

Based on research supporting student choice, CAFE Literacy and Daily 5 are embedded into Reader's and Writer's Workshops. The Daily 5 structure allows students to make choices and take ownership of their own learning as teachers work with small groups and individual children. Additional opportunities for daily independent reading are provided during our W.H.O.O.S. [We Honor Outstanding Okatie Students] Reading block. This independent reading time gives students an opportunity to apply reading strategies and to develop fluency. Teachers also use this time to individually conference with students. As an Exemplary Writing school, Okatie integrates writing in all subject areas. During Writer's Workshop, teachers model writing techniques through mini-lessons that address student needs and illustrate the reading-writing connection.

Okatie Elementary School uses Response to Intervention (RTI) to provide accelerated support for struggling readers and writers. Using triangulated data, students are identified through MAP, Palmetto Assessment of State Standards (PASS), and Fountas and Pinnell reading inventory results. Ongoing progress monitoring tracks student growth in RTI. Both English for Speakers of Other Languages (ESOL) and Special Education offer rigorous individualized instruction to qualifying students with great success.

Small group instruction is provided after school for students in the lower quartile as identified by MAP. Programs such as Compass Learning, Waterford Early Learning, and Voyager Passport are available for academic support. Alphabet Junction provides developmentally appropriate activities that reinforce the basic foundational skills needed to be successful in kindergarten and first grade. Reading to therapy dogs builds student confidence while increasing fluency and comprehension.

Gifted and Talented endorsed teachers serve qualifying third through fifth grade students in a daily pull-out program. Enriched reading instruction is provided using William and Mary units and Junior Great Books, promoting higher-level thinking.

## **3. Mathematics:**

Offering students unique and challenging learning opportunities while fostering high expectations is the primary goal of teachers at Okatie Elementary. The mathematics program, Everyday Mathematics, supports South Carolina State Standards and Common Core State Standards. Everyday Mathematics, chosen based on research of best practices for mathematics instruction, includes a spiraling curriculum differentiated for all learners teaches conceptual understanding, fluency, critical thinking, and problem solving. Other elementary schools in the district had evidence of successful results including higher test scores from implementing the program, which contributed to the decision to adopt Everyday Mathematics.

To best meet the needs of all learners, flexible math groupings are based on Measures of Academic

Progress (MAP) data. This enables teachers to better focus their instruction through readiness and enrichment activities, which include games, dry-erase board activities, manipulatives, tools, and technology software. Teachers emphasize mathematical vocabulary in all classrooms through math word walls, student interactive notebooks, and benchmark vocabulary tests.

In addition, our school provides various resources and programs to further enhance student learning. Enrichment resources for higher-achieving students include Continental Math League, Stock Market Games, Mentoring Young Mathematicians, and Mentoring Mathematical Minds. Fifth grade Gifted and Talented students work on an advanced level by combining the fifth and sixth grade Everyday Mathematics programs. Second grade students receive enriched instruction through the Brain Boosters program. Resources to assist students performing below grade level include the Waterford Early Learning Program, Endeavor after-school program, V-Math Program, and the district-wide Extended Learning Program. Teachers also conduct small group and one-on-one instruction to further meet student needs.

School-wide activities enhance mathematics learning for all students. Monthly math writing requires students to write a response to a math-related prompt. Odyssey Compass Learning, Everyday Mathematics Online, Sumdog.com, Mangahigh.com, and World Maths Day use technology to improve math skills. Math Bowl, our unique math competition held five times yearly, challenges students to become fluent in operations, vocabulary, and number sense.

Okatie Elementary provides cohesive mathematics instruction and strives to create a learning environment which builds success in all students.

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

Science is an intentional focus infused throughout Okatie's campus. Our science education philosophy is to teach in a hands-on, minds-on environment with real-world experiences. Science education extends beyond the general classroom, contributing to the overall development of students through inquiry-based learning.

Okatie Elementary has six resident Master Naturalists who oversee programs directly linked to South Carolina State Standards. Sunset Science Nights are held throughout the year in local nature parks, providing opportunities for parents and students to study the native flora and fauna. Students apply acquired classroom skills to real life experiences as they explore beaches, marshlands, and forests. On campus, Family Science Nights offer parents an opportunity to become students themselves and learn alongside their child. Content-specific activities incorporate strategies and skills that can be applied at home.

Okie Acres, the school garden, provides authentic learning experiences for students across all seven grade levels. Students and parents are invited to participate in the planting, weeding, and harvesting of the vegetables grown in the garden. These experiences foster connections made by students across the curriculum. The entire school enjoys the vegetables at our "Taste of the Garden" events.

Okatie Elementary School holds an annual Science Fair. Third through fifth grade students conduct individual experiments, applying the Scientific Method, designing and executing a project using strategies and skills gained through hands-on science learning. Primary students are introduced to the Scientific Method through teacher-guided experiments.

Field trips bring science to life for our students. Teachers embed SC state standards in visits to nearby resources. Students participate in age-appropriate excursions to a pumpkin patch, Camp Driftwood, Coastal Discovery Museum, Riverbanks Zoo, South Carolina Aquarium on Charleston Harbor, NASA Camp, and DOD Starbase.

Extracurricular science clubs include Electronics and Robotics, which give students time, material, and

instruction to explore science and engineering. In Electronics, students use Snap Circuit Kits to build a variety of projects, reading diagrams to make objects light up and build flying saucers that play music. In Robotics Club, students assemble and program robots using computer software. The mission of these clubs is to ignite a passion for technology and science.

## **5. Instructional Methods:**

The fundamental steps to academic improvement for all students are careful analysis of assessment, planning, and instruction. Knowing individual students as learners is critical to providing differentiated instruction within a diverse population. Okatie Elementary recognizes all students learn through different learning styles and at different rates.

Differentiated instruction begins with systematic analysis of assessments and test scores to determine what is known, unknown, and frequently confused by students. The identified areas of concern map the course of instruction necessary to maximize learning.

Data from a variety of assessments guide development of flexible small groups for reading instruction. Teachers analyze individual student reading using the Fountas and Pinnell reading assessment to identify miscue patterns and determine levels of comprehension and fluency. Flexible grouping is a vehicle for focused instruction, student conferencing, and providing immediate feedback. Targeted instruction, formative feedback, and collaborative conversation accelerate student learning.

Mathematics instruction is guided by analysis of Measures of Academic Progress Assessment, Palmetto Assessment of State Standards, and common formative assessment data. Teachers use this information to plan differentiated lessons. Hands-on learning using manipulatives, standard-based games from Every Day Mathematics, and small group instruction engage different types of learners and learning styles within the classroom.

Students needing additional instruction for reading and math are served through daily Response to Intervention small groups. Tier Two and Three students receive thirty minutes of research-based, accelerated instruction. Building on the gradual release of responsibility model, the goal is to improve reading and math skills using effective strategies in a scaffolded setting, thus transferring mastered skills to the regular classroom.

An additional subgroup receiving instructional support is English Speakers of Other Languages (ESOL). Focused on increasing English language development and meeting grade level proficiency, the ESOL teacher provides small group instruction in all academic areas.

The Gifted and Talented program serves approximately 90 students. The qualifying students in grades three through five are challenged with faster paced, more rigorous lessons incorporating a variety of curricula.

Technology is infused throughout the school day. Classrooms have Promethean boards, interactive software, and student laptops. A variety of technology including iPods, cameras, and computer labs are available for students. Waterford Early Learning and Compass Learning are used to individualize student instruction.

Our data-driven differentiated instruction and reflective practices allow us to meet each student's needs. Ongoing modifications and adjustments create effective teaching and ensure successful learning.

## **6. Professional Development:**

Ongoing professional development is integral to students' academic success. As teachers become students, they improve and refine their methodology. In our technology-driven, information dense age, knowledge is increasing exponentially, and there is an ever-increasing need to learn and keep abreast of trends and changes in education. Opportunities for teacher growth are offered in the school district and within our school.

Professional opportunities aligned with academic standards abound throughout the district. There are five district-planned professional development days embedded into the school calendar. Additionally, three optional days are offered during Summer Institute. A myriad of courses are offered in the district, including online trainings, many of which lead to advanced degrees or certifications. This schedule allows for continual, professional growth throughout the year.

The principal works closely with the school's leadership team to develop an annual plan for site-based professional development. Resources and materials are chosen with the mindset of moving our students to an accelerated level of achievement. The leadership team creates a yearlong data-driven professional development plan. Curriculum coaches meet weekly with grade-level teams to analyze data, enhance classroom instruction, and set professional goals.

Faculty meetings promote additional growth. District personnel, curriculum coaches, and administrators facilitate meetings and share current trends in education. One faculty meeting per month is teacher-led; grade levels and support staff share with colleagues successful lessons focusing on Common Core State Standards.

Okatie Elementary staff stays current in best practices and instruction in part through curriculum-based book studies: Pathways to Common Core, 6+1 Traits of Writing, The CAFÉ Book, Daily 5, Test Talk, Of Primary Importance, and Word Savvy. Book studies prompt weekly discussions through Edmodo, WikiSpaces, and faculty meetings. These discussions catalyze change, causing reflection on and evaluation of current practices. These discussions have caused a profound shift in our educational philosophy and instructional practice, with notable academic growth for students.

Through continual professional development, Beaufort County School District and Okatie Elementary School actively pursue excellence in the classroom.

## **7. School Leadership:**

Okatie Elementary Leadership Team, comprising the principal, assistant principal, numeracy coach, and literacy coach, is led by the principal, who excels as the school's key motivator. As the driving force behind the school's many accomplishments, she models honesty, teamwork, and good old-fashioned elbow grease. The principal inspires teachers, parents, and students to reach high goals and achieve success. Her tangible spirit creates a warm, family environment. As an advocate of students, the principal believes all "owlets" should have equal opportunities to participate in school activities, events, clubs, and programs, regardless of finances or limitations.

The principal and assistant principal review progress and report cards, personally writing words of encouragement while acknowledging progress. Staying abreast of student progress helps them identify school-wide areas of weakness and strength, allowing mid-course adjustments where needed. They take time to write personal notes to staff, celebrating birthdays and accomplishments, raising teacher morale.

Numeracy and literacy coaches offer professional development by meeting with teachers monthly, sharing Common Core related curriculum strategies and model lessons, team-teaching, planning instruction, and academic resources.

The Core Values embodied by all Okie Owls are "respect" and "responsibility." These values, held by the entire student body, staff, and community make learning purposeful and personal for each student.

Our school motto, "Spreading Our Wings and Learning New Things" is prominently displayed in the main entrance.

Leaders need followers to be successful. Okatie teachers and staff are dedicated and believe in the vision of our leadership. Together, coaches and teachers work to identify interventions, resources, and programs that will guide and improve student performance. Recognition of staff and student accomplishments is equally important, and highlighted in monthly newsletters, E-news, special posts to the school website, district Facebook, Just So You Know (staff bulletin), interactive bulletin boards, a scrolling marquee, and weekly announcements of the coveted "Okie Brag!" Our principal has the keen ability to instill unity, pride, and a sense of family among staff, students, and parents.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PACT/PASS

Edition/Publication Year: PACT -2003-2004/PASS - 2008-2009

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	96	81	88	69	82
PASS=Exemplary/PACT = Proficient + Advanced	72	64	54	41	31
Number of students tested	92	101	80	126	129
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	90	73	67	82	74
PASS=Exemplary/PACT = Proficient + Advanced	69	42	33	37	21
Number of students tested	29	33	24	49	61
<b>2. African American Students</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	90	69	57	90	71
PASS=Exemplary/PACT = Proficient + Advanced	70	39	21	33	24
Number of students tested	10	13	14	21	21
<b>3. Hispanic or Latino Students</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	92	80	0	78	70
PASS=Exemplary/PACT = Proficient + Advanced	67	55	0	44	14
Number of students tested	12	20		41	44
<b>4. Special Education Students</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	0	0	70	0	46
PASS=Exemplary/PACT = Proficient + Advanced	0	0	40	0	8
Number of students tested			10		13
<b>5. English Language Learner Students</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	91	73	0	90	59
PASS=Exemplary/PACT = Proficient + Advanced	73	36	0	47	13
Number of students tested	11	11		30	32

<b>6. white</b>					
PASS=Met + Exemplary/PACT=Basic + Proficient + Advanced	99	84	95	56	92
PASS=Exemplary/PACT = Proficient + Advanced	73	72	64	41	44
Number of students tested	66	67	59	63	62
<b>NOTES:</b>					
<p>For the years 2007-08 we included % for students who Met Standard (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The assessment changed to 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included % data for Met + Exemplary and % Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					

13SC4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: PACT/PASS

Edition/Publication Year: PACT-2003-2004/PASS-2008-2009

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	96	91	88	48	79
PASS=Exemplary/PACT=Proficient+Advanced	83	63	69	29	52
Number of students tested	92	101	80	126	129
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	93	79	75	67	68
PASS=Exemplary/PACT=Proficient+Advanced	79	55	38	39	28
Number of students tested	29	33	24	49	61
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	100	85	86	57	71
PASS=Exemplary/PACT=Proficient+Advanced	70	54	43	29	38
Number of students tested	10	13	14	21	21
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	100	80	0	68	64
PASS=Exemplary/PACT=Proficient+Advanced	92	55	0	42	27
Number of students tested	12	20		41	44
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	50	0	33
PASS=Exemplary/PACT=Proficient+Advanced	0	0	40	0	25
Number of students tested			10		12
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	100	73	0	80	53
PASS=Exemplary/PACT=Proficient+Advanced	91	55	0	43	13
Number of students tested	11	11		30	32
<b>6. white</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	95	96	90	32	92
PASS=Exemplary/PACT=Proficient+Advanced	83	67	75	22	77
Number of students tested	66	67	59	63	61
<p><b>NOTES:</b> For years 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). State Assessment changed 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included in the % data for Met + Exemplary and % for Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: PACT/PASS

Edition/Publication Year: PACT 2003-2004/PASS 2008-2009

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	88	95	93	69	74
PASS=Exemplary/PACT=Proficient+Advanced	54	61	72	48	43
Number of students tested	104	103	79	130	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	78	91	80	83	53
PASS=Exemplary/PACT=Proficient+Advanced	31	46	40	46	23
Number of students tested	45	35	15	59	40
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	71	82	73	76	53
PASS=Exemplary/PACT=Proficient+Advanced	24	24	46	45	12
Number of students tested	17	17	11	29	17
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80	83	0	85	53
PASS=Exemplary/PACT=Proficient+Advanced	35	17	0	49	17
Number of students tested	20	12		33	30
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	71	82	0	96	52
PASS=Exemplary/PACT=Proficient+Advanced	36	18	0	50	16
Number of students tested	14	11		26	31
<b>6. white</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	97	100	97	56	96
PASS=Exemplary/PACT=Proficient+Advanced	67	77	77	47	79
Number of students tested	63	73	61	66	51
<p><b>NOTES:</b> For years 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). State Assessment Changed 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included in the % data for Met + Exemplary and % for Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: PACT/PASS

Edition/Publication Year: PACT-2003-2004/PASS-2008-2009

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	91	92	60	79
PASS=Exemplary/PACT=Proficient+Advanced	53	55	63	30	53
Number of students tested	104	103	79	130	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	84	86	80	80	60
PASS=Exemplary/PACT=Proficient+Advanced	33	43	47	25	23
Number of students tested	45	35	15	59	40
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	88	82	76	77
PASS=Exemplary/PACT=Proficient+Advanced	12	24	46	31	29
Number of students tested	17	17	11	29	17
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	67	0	79	53
PASS=Exemplary/PACT=Proficient+Advanced	55	25	0	21	23
Number of students tested	20	12		33	30
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	86	64	0	89	53
PASS=Exemplary/PACT=Proficient+Advanced	50	27	0	23	20
Number of students tested	14	11		26	30
<b>6. white</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	95	96	93	44	96
PASS=Exemplary/PACT=Proficient+Advanced	64	67	64	33	79
Number of students tested	63	73	61	66	51
<p><b>NOTES:</b> For years 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). State Assessment changed 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included in the % data for Met + Exemplary and % for Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PACT/PASS

Edition/Publication Year: PACT-2003-2004/PASS-2008-2009

Publisher: South Carolina State 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	95	89	81	62	76
PASS=Exemplary/PACT=Proficient+Advanced	56	57	46	39	41
Number of students tested	95	90	72	101	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	78	68	84	61
PASS=Exemplary/PACT=Proficient+Advanced	44	44	23	45	24
Number of students tested	41	23	22	38	54
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	89	67	64	83	52
PASS=Exemplary/PACT=Proficient+Advanced	33	33	27	46	26
Number of students tested	18	15	11	24	23
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	0	60	87	69
PASS=Exemplary/PACT=Proficient+Advanced	20	0	30	35	36
Number of students tested	10		10	23	39
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	87	62
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	35	35
Number of students tested				23	29
<b>6. white</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	97	93	88	42	92
PASS=Exemplary/PACT=Proficient+Advanced	62	59	51	36	53
Number of students tested	65	69	49	53	49
<p><b>NOTES:</b> For years 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). State Assessment changed 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included in the % data for Met + Exemplary and % for Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PACT/PASS

Edition/Publication Year: PACT-2003-2004/PASS-2008-2009

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	90	83	54	80
PASS=Exemplary/PACT=Proficient+Advanced	59	57	42	37	32
Number of students tested	95	90	72	101	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85	87	77	76	69
PASS=Exemplary/PACT=Proficient+Advanced	46	30	32	42	11
Number of students tested	41	23	22	38	54
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	73	82	75	65
PASS=Exemplary/PACT=Proficient+Advanced	33	33	18	54	26
Number of students tested	18	15	11	24	23
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80	0	80	83	69
PASS=Exemplary/PACT=Proficient+Advanced	50	0	40	35	21
Number of students tested	10		10	23	39
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	83	55
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	30	10
Number of students tested				23	29
<b>6. white</b>					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	95	93	84	32	96
PASS=Exemplary/PACT=Proficient+Advanced	66	62	47	30	45
Number of students tested	65	69	49	53	49
<p><b>NOTES:</b> For years 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). State Assessment changed 2008 to the Palmetto Assessment of State Standards (PASS) with performance levels of Not Met, Met, and Exemplary. We included in the % data for Met + Exemplary and % for Exemplary. Subgroup results for PACT - 2008 and PASS testing years ending in 2009, 2010 and 2011 were based on a minimum of 40 students per classification. We did not have sufficient data for Hispanic subgroup (2008) and Special Education groups noted with zeros. In 2012 our subgroups changed from 30 to 40 but still some subgroups had insufficient data.</p>					