



## **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 12 Elementary schools (includes K-8)  
6 Middle/Junior high schools  
3 High schools  
0 K-12 schools  
21 Total schools in district
2. District per-pupil expenditure: 7103

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

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
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	20	12	32
K	78	72	150
1	76	92	168
2	82	75	157
3	90	69	159
4	99	73	172
5	91	89	180
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>			1018

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
24 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
0 % 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: 19%  
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.	83
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	107
(3)	Total of all transferred students [sum of rows (1) and (2)].	190
(4)	Total number of students in the school as of October 1, 2011	1012
(5)	Total transferred students in row (3) divided by total students in row (4).	0.19
(6)	Amount in row (5) multiplied by 100.	19

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 32  
Number of non-English languages represented: 8  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 52%  
 Total number of students who qualify: 526

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: 122

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>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>66</u> Speech or Language Impairment
<u>1</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>15</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>3</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>22</u>	<u>10</u>
Paraprofessionals	<u>15</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>21</u>	<u>0</u>
Total number	<u>109</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	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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Flowertown Elementary, our quaint *small-town* themed school, serves 1,070 preschool through fifth grade students. We are nestled within the town limits of Summerville, South Carolina, in Dorchester County. Neighborhoods in our attendance area include middle to high income housing as well as small, single family dwellings, apartments, and mobile homes. Students come from diverse ethnic, socio-economic, occupational, and educational backgrounds. Our school population is 70% Caucasian, 24% African American, 3% Hispanic, and 3% other races. Fifty percent of our students receive free or reduced-price meals, qualifying Flowertown as a Title I school. Many of our students live in single-parent homes or with non-parent guardians.

Flowertown Elementary School opened in 1979 and was named for the town of Summerville, Flowertown in the Pines. Originally built to house 850 students in kindergarten through second grade, an addition in 1990 helped accommodate an ever-expanding school population. Since district reorganization in 1997, our school has served students in preschool through fifth grade. Over the past several years, our school has been transformed into a warm and friendly home-town community. The hallways have become streets; classrooms have become homes; and pods have become neighborhoods. The school has truly become “Our Town.”

The strengths of our **town** stem from a shared commitment to the theme, vision, and mission of our school. The theme of our **town**, “Believe,” captures the heart and soul of who we are as a school community and embodies the spirit of our vision and mission. Our vision is to **Foster** a love of learning, **Engage** all students, and **Serve** as a center of excellence. Our mission, to provide every child with the skills necessary to become a productive citizen, is a way of life in our town. Our strengths include a positive school climate, community involvement, high expectations, student engagement, shared leadership, and continuous growth of all staff in professional learning communities.

We believe that creating a positive climate means building relationships among our citizens. “The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else” (Roland S. Barth). We believe that involving our community in the education of our children is essential. We boast an active School Improvement Council and PTA that play vital roles in our school. Nineteen local businesses assist us in countless ways through their partnerships. Our community believes that “Being the Best You Can Be Begins with Me” and that continued excellence hinges on consistently setting high expectations by working with students to set and monitor academic and behavioral goals.

Classroom practices that positively influence student engagement are the keystone of our vision. We engage students with technology and interactive strategies that pique interest. Our commitment to shared leadership includes involving multiple stakeholder groups in the decision-making process for our school. The Leadership Team, Instructional Cabinet, student Town Council, PTA, PBIS Committee, and SIC contribute their voices. In addition to weekly grade-level meetings, administrators and curriculum coaches facilitate Professional Learning Communities to analyze data and discuss relevant and rigorous strategies to improve instruction. Targeted professional development is based on needs and district initiatives. The continuous refinement of teaching based on student needs enables us to grow academically as we fully implement common core standards.

Our most notable accomplishments include receiving excellent absolute and growth ratings on our state report card, achieving Palmetto Gold Distinction for three consecutive years, and making AYP for the past nine years. We are a PBIS Ribbon and Banner School and regularly have 100% PTA membership. Students are consistently recognized at district and state levels in competitions such as the National Geography Bee, Spelling Bee, Quiz Bowl, Math is Cool, PTA, and Reflections Awards. Several teachers

have been finalists for District Teacher of the Year, and 15% of our staff has received National Board Certification. A grant enabled our Fine Arts Department to provide enriched opportunities for students, in addition to other grants such as a Farm to School grant emphasizing healthy eating habits for students, and numerous Donors Choose grants.

Our current superintendent was the first principal of our school, and his extraordinary ability to inspire enthusiasm, feel compassion, and exercise a competitive spirit has had a lasting influence on our attitudes, actions, and physical environment. Despite growth and change in our student population, an enduring characteristic of our school is that of a small-town atmosphere promoting a positive and spirited school climate. Strolling through our **town**, witnessing the interactions among our citizens, one is overcome by a sense of community, one worthy of achieving National Blue Ribbon School status. We foster a compassionate culture in which diversity is embraced and neighbors care for and support one another; a community in which the consideration and interest of others breathes purpose and life into learning.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. We believe that standardized assessments reflect instructional quality, achievement gaps, and student success. The Palmetto Assessment of State Standards (PASS) is used to evaluate student performance on our state's curriculum standards. PASS was first administered in spring 2009, replacing the Palmetto Achievement Challenge Test (PACT). PASS is administered to students in grades 3-5 in the content areas of writing, English language arts, math, science, and social studies. All students in grades 3-5 currently take writing, reading, and mathematics assessments. All students in grade four take social studies and science, while students in grades three and five are randomly selected to take either science or social studies assessments. Prior to 2011, the writing assessment was administered only to grade five. Both PACT and PASS are criterion-referenced assessments that link our state academic standards to the specific content knowledge and skills students must acquire to meet grade level performance expectations.

Performance levels are categorized as: Not Met (student did not meet grade level standards), Met (student met grade level standards), and Exemplary (student demonstrated exemplary performance in meeting grade level standards) to measure academic performance. The performance levels for PACT were categorized as Below Basic (student did not meet grade level expectations), Basic (student met grade level standard and is minimally prepared for work at the next level), Proficient (student met grade level standard and is well prepared for work at the next level), and Advanced (student exceeded grade level expectations). All school data are analyzed and posted by the South Carolina Department of Education in order to develop and issue the school report card. The school report card shows two ratings: the absolute rating indicates overall academic achievement, while the growth rating reveals student growth over time.

B. We believe that moving from good to great means advancing every student. In 2008, our school's absolute rating was *good* and the growth rating was *at risk*. In 2009, we improved to an *excellent* absolute rating and a *good* growth rating. For the past three years, we achieved *excellent* absolute and growth ratings. We met AYP yearly and received Palmetto Gold recognition (for schools with the highest levels of academic achievement and the fastest rates of improvements) the past 4 years.

An analysis of PACT/PASS achievement data over five years indicates a gradual improvement in math scores for all students. In 2007/08, 53% of 3rd graders, 47% of 4th graders, and 29% of fifth graders scored met/exemplary. In 2011/12, the met/exemplary percentages at all grade levels improved to 90% or better. We attribute gains to the addition of a math coach, the implementation of a district math model, and targeted student interventions. Data shows a consistent trend in third grade reading achievement with at least 90% of students scoring met/exemplary since 2008/09. Another notable trend is that 4th/5th grade students scoring met/exemplary in reading improved each year and also reached 90% or better by 2011/12. The reading gains in 4th and 5th grades are a result of multiple factors, including an expanded Read 180 program for students in our strategic zone, a district literacy model, the addition of a literacy coach to support teachers in planning, and targeted student interventions. District-implemented benchmark testing in ELA and math during the 2009/10 school year and the data debriefings after each test help teachers focus instruction to address student weaknesses.

In looking at subgroup data for the past five years, the most consistent achievement gap is with our disabled population's scores in ELA and math. The achievement gap for other subgroups varies by grade level and subject, but is not as large as with disabled. In 2012, there was a significant gap between our disabled population and our all students category. Because of this gap, our data team closely monitors our disabled group. To improve performance, our special education (SPED) teachers receive training in research-based reading and math programs designed to assist students needing intensive intervention. The SPED interventionist observes classes and provides feedback and assistance. Best practices and guiding

principles of SPED instruction are highlighted at faculty meetings to better inform classroom teachers. Students are mainstreamed according to Individualized Education Plans, and teachers provide high levels of support while holding students to high standards. Communication between parents and teachers occurs regularly, and parents are encouraged to take an active role in their child's education. Students' strengths are shared, and strategies to remediate weaknesses are communicated. We believe these collaborative efforts will increase success.

There is also a gap in science scores for all subgroups. To improve performance in this area, we expanded the role of our math coach to include science. Her responsibilities include reviewing lesson plans and making suggestions to increase rigor. The coach reviews and designs assessments and works with the district science interventionist to provide support for science planning, instruction, and assessment. We created a science lab and have equipped it with resources to support hands-on learning. Teachers use the lab to engage students in real-world learning experiences.

Although we have closed the achievement gap significantly in most areas, we continue to strive for gains in areas of weakness. We know that assessment is on-going, and we will continue to schedule multiple opportunities for teachers, academic coaches, and administrators to discuss and plan for improved student achievement.

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

We believe that strong schools must analyze trends and data to improve their culture. Likewise, as a school community, careful analysis of student data, both academic and behavioral, is on-going and drives instructional decisions and goals for student achievement. As a data-driven school, we purposefully plan for continuous improvement by carefully monitoring both formative and summative assessment data, using the information to guide discussions and make decisions for each individual child. To support our goal of moving every student to the next level, our Instructional Cabinet delves into the data before students arrive for their first day of school. We identify strengths and weaknesses based on the previous year's PASS results and academic history for student placement decisions. During the school year, progress monitoring data are gathered from multiple assessments including AIMSweb, Scholastic Math and Reading Inventories, content benchmarks, Voyager Passport, Ticket to Read, Compass Odyssey, Waterford, Imagine Learning, district writing prompts, and teacher-made assessments.

Assessment results are tracked and displayed in our student data room and serve as visual representations of student progress in relationship to our achievement goals. This visual picture sparks meaningful dialogue among professionals concerning academic interventions and support systems. Assessments given at the beginning of the year, midyear, and at the end of the year are used to monitor progress over time. On-going formative assessment results guide differentiation of instruction. A Pyramid of Academic and Behavioral Intervention, developed from multiple data points, assists in matching student needs with targeted and timely academic support services. Students who are not yet meeting grade level expectations in reading or math are systematically placed in intervention groups led by certified teachers. Students' progress is monitored by both their teacher and the school's support team. Students who exceed grade level expectations are targeted for enrichment and/or accelerated opportunities.

In an effort to improve instruction, we use numerous student data points. Grade level Professional Learning Communities (PLC's) discuss student data and its implications for the team's instructional direction. With the focus on student achievement, team members access student data and collectively analyze strengths and weaknesses to help tailor lesson plans accordingly. Team members are supported by ELA and math instructional coaches who share expertise by modeling strategies and providing resources. The Instructional Technology Specialist (ITS) offers additional support by providing new methods of engagement using a variety of technology tools. Individually, teachers examine their student data to identify specific strengths and weaknesses. Based on their findings, teachers provide lesson differentiation to scaffold or extend learning for individual students. Our media specialist works with teachers and students to set school, class, and individual Reading Counts goals. Students monitor their

progress and receive recognition for accomplishing their goals. In early grades, teachers set both academic and behavioral goals as a class. As students mature, teachers assist students in setting individual goals for personal academic growth. The process of setting goals and examining data teaches students that school achievement begins with individual achievement.

Communicating academic achievement to students, parents, and our community is fundamental to our school culture and is achieved through a variety of methods. Achievement data are published in local newspapers and school newsletters. The district, state, and school websites are updated with assessment data relevant to parents and the surrounding community, and parents receive achievement updates electronically throughout the school year. To further inform stakeholders, our SIC designs and publishes a brochure that highlights student achievement, special events, and yearly goals to support student learning.

Teachers initiate communication with parents at the beginning of the year by hosting open house informational meetings and by sharing how student data are collected. Teachers use scheduled conferences, telephone calls, e-mails, and communication folders to inform parents of their child's academic performance and growth. Our guidance counselors, Title I Facilitator, and ITS are available to answer parent questions about student achievement and available support services.

At Flowertown, we take pride in sharing our students' achievement. We host quarterly awards ceremonies, inviting parents and community members to celebrate with students as they proudly receive pins and certificates for individual accomplishments. To further recognize student accomplishments, our business partners provide special recognition incentives during awards ceremonies, and a quarterly student honor roll is published in the local newspaper and proudly displayed on our "Acing Academics" bulletin board. Maintaining open communication with all members of our school and business community supports our mission of having every child become a productive member of society.

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

We believe that establishing a culture of sharing is essential to "Serving as a Center of Excellence." Our superintendent promotes a strong sharing culture by providing opportunities and platforms for district-wide collaboration. For example, our principal attended the National Title I Conference and shared a presentation highlighting best practices in writing with other administrators. Principals attend monthly "Friday Focus" meetings to share instructional strategies and innovative school-wide initiatives. One initiative that our principal shared is a modified Read 180 model to support at-risk readers. Assistant principals participate in monthly meetings with the elementary coordinator to discuss curriculum and behavioral issues and brainstorm solutions. One of our assistant principals provided an overview of how our school systematically uses data to form guidance groups. The ITS group meets bimonthly to receive and offer support for effective use of data and technology to improve student achievement. Our ITS presented a pilot model of *Imagine Learning* for at-risk readers. Title I Facilitators meet monthly to share successful intervention programs. Our Title I Facilitator invited all district facilitators to attend a sharing session at our school, during which she introduced the data collection and display methods our learning community uses. Additionally, guidance counselors, psychologists, Positive Behavioral Interventions and Supports (PBIS) representatives, testing coordinators, ESOL teachers, and special education teachers meet regularly to collaborate and share ideas. Staff members look forward to these growth opportunities.

Our teachers capitalize on opportunities to share during district level professional development sessions such as the Days of Sharing as well as content committee meetings, mentoring programs (for new teachers), Teacher Liaison meetings, technology trainings, professional development courses, in-district school visits, and local educational conferences. For example, during one of our Days of Sharing, our math coach presented Singapore Math strategies to all district math teachers.

We are often instrumental in developing future educators, hosting student teachers from local universities and teacher cadets from local high schools. Our staff eagerly shares successful organizational and instructional strategies with these promising practitioners. We believe that one of the most effective ways

to strengthen our school community and create a positive culture of sharing is to invest in partnerships with colleagues and organizations in the larger community.

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

One of our school's many strengths is communicating, revising, and reviewing our purpose for student success with all stakeholder groups. Students have a voice through "Town Council" meetings with the mayor (principal), involvement on Student Council, attendance at district liaison meetings, and participation in surveys. Parents are actively engaged in decision-making through participation in SIC meetings, PTA meetings, and parenting programs. The "Your Opinion Counts" section of our school newsletter, the school webpage, the FES Facebook page, the Parent Link e-mail tool, and the student communication folders ensure that we reach all parents. A suggestion box and parent information center in the front office gather feedback from stakeholders. Teachers begin communicating with parents prior to school opening by hosting a Meet the Teacher night and by sending postcards welcoming students. Evening events such as math and literacy nights offer working parents opportunities for involvement. Parent surveys are conducted twice a year, and are data analyzed for school improvement. Our SIC provides input that guides the establishment of goals for our School Summary Report.

Our Community and Parent Volunteer Coordinator acts as a liaison among the school, community, and families and offers involvement opportunities such as *Dads United Doing Extra Stuff*, *Sweet Magnolias*, a mentoring program that pairs community members with fifth grade girls, *Gentlemen Effectively Navigating Toward Success*, business partner initiatives, and other volunteer opportunities. Our business community stays connected through newsletters and our website and supports learning by assisting our Robotics team, providing student incentives, books, landscaping resources, technology equipment, and a variety of instructional materials. Guidance counselors diligently facilitate collaboration among community institutions and agencies, linking parents to resources that will provide much-needed services to their children. A wide range of service learning projects engage students in civic responsibility, academic curriculum, and social action and provide authentic, real-world learning experiences that create a culture of small-town community and service. Education becomes relevant, as the classroom extends to the larger community, and at Flowertown *we believe that small hands can do big things*. We also believe that a reciprocal exchange of talents and resources with our community is essential for establishing a successful learning environment.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

We believe in providing a viable, highly engaging curriculum. South Carolina and common core standards serve as the basis for curriculum design. Armed with comprehensive district curriculum and pacing guides and supported with rigorous professional development, teachers plan standards-based lessons using Explicit Direct Instruction or Inquiry-based Learning and follow specific district models for both language arts and math instruction.

Integrating technology across content areas has proven an effective strategy for engaging students and providing opportunities for differentiation. SMART Boards, SMART Response Systems, computer programs, listening stations, iPads, and wireless headphones assist teachers with whole group, individualized, and differentiated instruction based on student need. During scheduled computer lab times students in grades 2-5 complete teacher selected math and reading lessons in Compass Odyssey. Students in K-1 complete reading, math, and keyboarding activities in Waterford computer labs. Students have access to other computerized academic support programs such as FASTT Math, ThinkCentral, Study Island, and BrainPOP. Smart Boards in all classrooms afford teachers access to numerous teaching resources for every subject and provide endless opportunities for interactive lessons that encourage student engagement.

Attaining academic vocabulary, higher order thinking, and real world application of knowledge drive instruction in all content areas. Our district literacy model offers a balanced literacy approach and supports all readers. Additionally, our media specialist, a former classroom teacher, instills a love of reading in all students through her passion and enthusiasm for books. The math model includes a daily spiral review and problem-solving component to ensure student mastery and growth. ELA and math coaches train teachers, work with students, model rigorous lessons, and design assessments. On-going professional development targets identified science strands based on student weaknesses, and teachers receive support in creating rigorous spiral reviews and assessments. To further develop student understanding of the state science standards, the science lab provides space for and access to hands-on resources and activities. The Social Studies curriculum focuses on the five themes identified in state standards - government, history, economics, geography, and culture. Teachers use an integrated approach to teaching social studies with non-fiction text, primary source documents, and web-based resources. Social studies instruction is supplemented with multiple opportunities to extend student learning with research projects, simulations, and field studies.

Grade level common planning time allows teachers to develop high quality lessons. It also provides opportunities during the school day for grade level specific “Team Times” that highlight essential professional development and ELA and math benchmark debriefings. A monthly curriculum map maintained in the data room is a quick reference guide for all teachers and support staff. This visual overview encourages conversations about curriculum integration across all disciplines.

Students participate in a fine arts program led by four full-time certified teachers. The program includes vocal music, instrumental music, two and three dimensional art, and drama (offered as enrichment for auditioned students and culminates with live productions open to the public). Two certified teachers provide health and wellness classes to all students along with opportunities such as Jump Rope for Heart and Tennis Camp. A focus on nutrition is supported by a Farm to Schools grant. Students participate in monthly “taste tests” of locally grown healthy foods and are encouraged to make healthy choices in their daily eating habits.

By providing a strong core curriculum, appropriate pacing, engaging strategies, and a solid instructional delivery model, we are able to foster each student's love of learning.

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

We believe that literacy is multi-faceted and that strong readers benefit from early exposure to language, parental engagement in reading, support and acceleration through differentiation, and a balanced literacy approach to core reading instruction. We use multiple data points to identify students performing above and below grade level to determine which reading programs will meet their needs.

Language arts instruction begins with our preschool literacy specialist who visits the homes of identified preschool aged students to assist in their acquisition of early language skills. Our four year old program serves at-risk students and families, building a strong first partnership between home and school. A district literacy model is the framework for engaging students in core language arts instruction and includes grade level instruction, fluency, word study, writing, and differentiated instruction. Teachers schedule 150 minutes a day for reading instruction based on state and common core standards. Students use the South Carolina Reading series to support core instruction. STEPS, a supplemental phonics program, is used in primary grades.

Primary students who need additional literacy support receive 150 minutes per week using Sound Partners and Stepping Stones, which are both phonetically based intervention curriculums. Primary students also spend 100 minutes weekly working in Waterford, an individualized and differentiated computer program for supplemental reading, math, and keyboarding support and acceleration. Students and Teachers Academically Reaching for Success (STARS) is a remedial reading program serving below grade-level students in grades 2-5. Support teachers work with classroom teachers to identify student weaknesses and individualize instruction accordingly. Our most at-risk third grade readers are served through Systems 44, a phonetics intervention program, for 160 minutes per week. Students in grades 4-5 reading below grade level participate in our READ 180 program, which strengthens reading comprehension.

Primary students reading above grade level receive daily small group differentiated instruction. Gifted students in grades 3-5 participate in an accelerated and enriched program, using materials from Junior Great books, the Holt reading series, and units from the College of William and Mary. Other literacy programs/resources used are Reading Counts, Reading A-Z, Starfall, Imagine Learning, and Compass Odyssey.

We believe that reading is the key that unlocks the door of opportunity; therefore, it is our responsibility to prepare our students to walk through that door by providing them with the “right key.”

## **3. Mathematics:**

We believe that children who learn to communicate mathematically will become better life-long problem solvers. Our approach to teaching students to think mathematically is built upon shared beliefs: students must acquire strong foundational skills at an early age; students should be taught to think and problem solve creatively and critically through real-world problems; and mathematical concepts are best acquired by moving students from concrete to abstract through hands-on activities.

Teachers are allocated 80 minutes daily in a district math model based on state and common core standards. This model includes spiral review, problem solving, grade level instruction, and differentiated instruction delivered in an Explicit Direct Instruction format. Resources to support instruction include the South Carolina Math textbook series, Everyday Math games, Mentoring Mathematical Minds curriculum, and a variety of manipulatives. We further engage students with activities such as M & M, Popcorn, and Bubblegum Math, Math Madness, and visits from the Math Wizard to build fact fluency and foundational skills. Families are engaged during Family Math Nights where they are provided with strategies/activities to help support math learning at home. To strengthen mastery of standards, students enjoy participating in Mystery Math, ThinkCentral, grade-level buzzer competitions, and Math is Cool. Teachers plan lessons that take students from concrete to abstract, ensuring a solid conceptual foundation. Our full-time math

coach supports teachers in planning and analyzing student data, monitoring programs, and providing teacher and student feedback. Foundational math skills are strengthened for students through Smart Board activities and other technology based programs such as ThinkCentral and FASTT Math, a competitive online basic skills program allowing students to move at their own pace while mastering math facts.

Differentiation provides students access to instruction that matches their individual needs. Benchmark data identify strengths and weaknesses, and our math coach facilitates debriefings focused on planning for differentiation. Teachers create and assign activities aligned with students' ability levels through Compass Odyssey. Students who are struggling to meet standard are served in our STARS program. Third, fourth and fifth grade gifted students use Mentoring Mathematical Minds, which is also used in the primary grades to supplement instruction with added rigor. Fifth grade gifted students use Connected Mathematics for acceleration. Through differentiated curriculum, targeted pull-out groups, and adaptive computer assignments, teachers meet the individual academic needs of students.

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

We believe that interactive science experiences open many doors of learning by providing rich content and engaging students in collaborative, inquiry-based, hands-on investigations that encourage them to construct their own understanding. Our science curriculum, based on state standards, focuses on life, earth, and physical science. To promote thinking like scientists, the district provides science kits that enable students to use the scientific method, cultivate higher order thinking skills, and gain the scientific process skills of observing, classifying, communicating, predicting, and inferring. These skills bridge students' transition from school-life to real-life, which is central to our mission of building productive citizens.

Our school campus provides a perfect setting to build a schema of understanding for scientific concepts. Green Bees, our environmental club, maintains a green house, an outdoor classroom, and a bird house camera system. Additionally, they plant raised gardens, recycle, and promote "going green" opportunities throughout the school. Students become scientists as they visit our science lab to make learning relevant. Our vision is realized when we see first grade students in lab coats and goggles testing a new hypothesis in physical science and fifth grade teachers and students on the floor testing their latest machine in a study of force and motion. Many students use technology to learn vicariously, tracking their class-adopted sea turtles at various ocean depths and observing and plotting differences in the ocean floor. In accordance with our mission of molding productive citizens, we connect with meteorologists from local weather stations, surgeons from local hospitals, and marine biologists from the aquarium to provide in-house learning experiences that connect learning with future career opportunities in the field of science.

Field studies enrich the learning of our young scientists with opportunities for serious inquiry and reflection, putting them in touch with the significance of science in a real world context. In kindergarten, our youngest learners encounter farm life at our local farm, Bee City. Students in our Bee Bots Robotics program visit a local hospital to observe how the da Vinci robot is used in surgical procedures. Upper grade students explore fossils and artifacts during visits to Drayton Hall and Old Dorchester State Park. Real-world experiences bring science to life and provide unique moments for capturing student reflections through science journaling, paving the way for students to consider avenues that will lead them to become contributing members of our community.

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

We believe creating instructional capacity is the key to increasing student achievement. To deliver strong core curricula, a teacher-centered approach with explicit direct instruction ensures focus on standards-driven instruction. Teachers assess and respond to student learning styles by modifying instructional strategies and designing differentiated instruction that actively engage a diverse population of learners. Interdisciplinary learning, project-based learning, simulations, inquiry, problem-solving, cooperative learning, and workstations enhance students' learning environment. SMART Boards, SMART Response

Systems, iPads, wireless headphones, kindles, webcams, flip cameras, and document cameras are tools of technology used to enrich and remediate all students. The ITS provides on-going technology professional development based on faculty needs.

Our belief that data-driven instruction ensures high levels of student achievement is supported in practice by all members of our community. The instructional cabinet, teachers, students, and parents are actively involved in data analysis to celebrate successes and uncover weaknesses. Cabinet members collect, organize, and analyze data from common benchmarks, SRI and SMI, AIMSweb, DRA, and teacher observations, providing detailed data analyses used by teachers to guide instructional decisions, including planning, developing, and implementing interventions for students below grade level.

Using a Response to Intervention Pyramid, all students are closely monitored to ensure instructional needs are met. For core students and targeted subgroups who experience academic difficulty, supplemental instruction in ELA and/or math is provided by a certified intervention teacher. Other interventions for struggling students include Read 180, System 44, Imagine Learning, mentoring, SOS, and Voyager. For students who are achieving above grade level, participation in our gifted and talented program ensures appropriate challenge and rigor.

The district content interventionists provide content support and additional data analyses that drive instructional decisions. Our math and ELA coaches work with teachers to produce rigorous lessons that challenge all students; SPED teachers modify instruction based on student IEPs. Our ESOL population needs are addressed by an ESOL instructor who collaborates with classroom teachers to develop standards-based instruction and support. The computer-based Imagine Learning program provides additional support for these students, and Rosetta Stone software is available for parents, students, and teachers to further enhance language development. Additional supplemental programs that help individualize based on student need include speech, occupational therapy, and physical therapy.

We believe that it is our responsibility to go to the learner rather than expect the learner to come to us!

## **6. Professional Development:**

We believe that teachers must have access to resources and strategies that will maximize student engagement. Professional development decisions support our vision and mission of teaching and learning. At our school, developing a professional development plan is a collaborative effort that begins with identifying a priority and then planning focused and sustained training to support it. The process includes providing research to support the new practice, demonstration, opportunities for guided practice, feedback, and sustained coaching. It results in reflection, dialogue, and school renewal and becomes deeply embedded in the daily work of helping all students achieve.

The creation of Professional Learning Communities (PLCs) has redefined our approach to professional development and has contributed to individual and organizational renewal. PLC topics recently included strategies for differentiation, ideas/strategies for technology integration, response to analysis of benchmark data, family involvement in reading and math, and improving the physical environment of our neighborhoods. Although PLCs provide the forum for our “priority” professional development, individual, small, and whole group opportunities arise based on choice and/or need.

Individually, teachers engage in professional development by creating professional growth goals which align to their Goals Based Evaluation Plans and respond to patterns of data. Because goals are based on student data, they all align with the district focus of improving student achievement.

In small groups, professional development focuses on team needs, such as training for administering AIMSweb as well as Scholastic Math and Reading Inventories. Teachers have been trained in using and managing Reading Counts, SMART Response, ThinkCentral, iPads, and wireless headphones and engage in professional discussions based on book studies. Recent books include *The Fred Factor*, *Positive*



## *Discipline, and Teach Like a Champion.*

Whole group professional development is coordinated by our Title I Facilitator. Priorities are based on analysis of disaggregated student data. Recent topics for whole group include student engagement, active closure, checking for understanding, test taking as a genre, Darkness to Light, and academic vocabulary.

Professional development is an integral part of a high-achieving school community. We believe that well-informed ideas and intentions amount to little without community to bring them to life!

### **7. School Leadership:**

Our belief, “Being the best you can be begins with me,” is supported by our principal’s philosophy of shared leadership and she clearly articulates her vision to all stakeholders. Our principal has “the capacity to create a compelling vision that takes people to a new place, and to translate that vision into action. She draws people to her by engaging them in her vision, pulling rather than pushing, inspiring and empowering them to be the best that they can be” (Warren Bennis). Effective leadership, she believes, is a skillful blend of shared and servant leadership. Beginning with the principal, every team member is expected to lead by example and make decisions based on the following questions: Is this good for the school? Is this good for the team? Is this good for me? This decision making process enables our school to maintain a focus that benefits the students we serve.

A tiered system of leadership ensures that all stakeholders have a voice and share responsibility for decision making. The tiers of the leadership structure include the administration, instructional cabinet, teacher leader team, PTA, SIC, town council, and student council.

The administrative team collaborates to lead by example, to be highly visible, to offer constructive feedback for staff growth, to maintain a positive climate, and to create a collegial and professional work atmosphere. Cabinet members ensure curriculum and assessment alignment, assist in gathering and analyzing data, identify professional development needs through classroom observations, and assist in funding decisions. Our teacher leader team ensures quality educational experiences for students by providing structured weekly meetings focused on high expectations for student achievement. Community voices are heard in PTA and SIC meetings. Both groups actively seek funding opportunities and resources and also provide feedback as school and district policies are updated and revised. Students’ voices are heard during student and town council meetings. Students demonstrate leadership through service learning initiatives, assisting the principal in decision making and identifying school needs.

“Teamwork is the ability to work together toward a common vision. It’s the fuel that allows common people to obtain uncommon results” (Andrew Carnegie). Through collaborative teamwork on every level we push forward, so that every child leaves our school ready for his or her next journey.



Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number tested in a subgroup was below 10, there is no data to report.

13SC5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3                      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=Proficient+Advanced	91	95	95	91	68
PASS=Exemplary/PACT=Advanced	74	73	76	64	17
Number of students tested	168	168	153	173	151
Percent of total students tested	100	99	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	82	93	93	81	58
PASS=Exemplary/PACT=Advanced	58	58	68	44	9
Number of students tested	73	72	74	75	55
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	81	89	86	81	59
PASS=Exemplary/PACT=Advanced	64	46	51	45	3
Number of students tested	36	26	35	47	32
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	90	Masked	100	Masked	Masked
PASS=Exemplary/PACT=Advanced	70	Masked	46	Masked	Masked
Number of students tested	10	8	11	6	4
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	50	73	87	50	17
PASS=Exemplary/PACT=Advanced	33	46	73	20	0
Number of students tested	12	11	15	10	12
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	5	6	3
<b>6.</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

**NOTES:**

Masked indicates data were not made public because fewer than 10 students were tested. South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement

Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number tested in a subgroup was below 10, there is no data to report.

13SC5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2009-2012/PACT 2007-2008

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=Proficient+Advanced	94	87	84	82	47
PASS=Exemplary/PACT=Advanced	65	57	46	30	18
Number of students tested	183	166	180	155	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	81	74	69	29
PASS=Exemplary/PACT=Advanced	57	51	32	19	10
Number of students tested	79	74	82	64	48
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	87	79	70	63	13
PASS=Exemplary/PACT=Advanced	45	30	25	14	7
Number of students tested	31	33	53	35	30
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	7	4	3
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	50	50	64	17
PASS=Exemplary/PACT=Advanced	Masked	10	6	9	11
Number of students tested	9	20	16	11	18
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	5	3	1
<b>6.</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number of students tested in a subgroup was below 10, there is no data to report.					

## 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 2007-2008

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=Proficient+Advanced	90	90	82	79	63
PASS=Exemplary/PACT=Advanced	53	58	46	40	9
Number of students tested	183	166	178	154	142
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	89	85	75	65	46
PASS=Exemplary/PACT=Advanced	39	49	38	21	2
Number of students tested	79	74	80	63	48
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	87	82	65	59	47
PASS=Exemplary/PACT=Advanced	32	27	29	21	3
Number of students tested	31	33	57	34	30
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	7	4	3
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	50	50	50	22
PASS=Exemplary/PACT=Advanced	Masked	0	7	10	0
Number of students tested	9	20	14	10	18
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	5	3	1
<b>6.</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number tested in a subgroup was below 10, there is no data to report.					

## 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 2007-2008

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=Proficient+Advanced	92	83	74	77	29
PASS=Exemplary/PACT=Advanced	60	51	37	35	11
Number of students tested	156	168	157	142	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	86	66	63	71	18
PASS=Exemplary/PACT=Advanced	45	29	24	21	4
Number of students tested	64	73	70	52	50
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	84	59	59	56	18
PASS=Exemplary/PACT=Advanced	29	22	38	56	5
Number of students tested	31	46	29	34	39
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	2	6	2	3
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	57	43	20	38	0
PASS=Exemplary/PACT=Advanced	14	0	0	6	0
Number of students tested	14	14	15	16	11
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	
Number of students tested	9	5	2	1	
<b>6.</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number tested in a subgroup was below 10, there is no data to report.					



## 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 2007-2008

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=Proficient+Advanced	91	88	81	89	35
PASS=Exemplary/PACT=Advanced	56	48	43	44	0
Number of students tested	156	168	157	142	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	86	73	71	81	24
PASS=Exemplary/PACT=Advanced	45	34	31	27	0
Number of students tested	64	73	70	52	50
<b>2. African American Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	77	67	62	79	23
PASS=Exemplary/PACT=Advanced	39	26	24	25	0
Number of students tested	31	46	29	34	39
<b>3. Hispanic or Latino Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	2	6	2	3
<b>4. Special Education Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	57	50	47	50	0
PASS=Exemplary/PACT=Advanced	14	7	7	6	0
Number of students tested	14	14	15	16	11
<b>5. English Language Learner Students</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced	Masked	Masked	Masked	Masked	
PASS=Exemplary/PACT=Advanced	Masked	Masked	Masked	Masked	
Number of students tested	9	5	2	1	
<b>6.</b>					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was the test administered. The terms are Below Basic, Basic, Proficient, and Advanced. If the number tested in a subgroup was below 10, there is no data to report.					