U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Ms. Diane M. Thompson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Socastee Elementary School
(As it should appear in the official records)

School Mailing Address 4950 Socastee Blvd
(If address is P.O. Box, also include street address.)

City Myrtle Beach   State SC   Zip Code+4 (9 digits total) 29588-7223

County   Horry County   State School Code Number* 2601054

Telephone 843-650-2606   Fax   843-650-2629

Web site/URL   E-mail
http://se.horrycountyschools.net/pages/Socastee_Elementary dthompson003@horrycountyschools.net

Twitter Handle _____	Facebook Page https://www.facebook.com/hcssocasteeelementaryschool	Google+ _____
YouTube/URL http://www.youtube.com/user/SocasteeElementary?feature=watch	Blog _____	Other Social Media Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Cynthia Elsberry   E-mail: celsberry@horrycountyschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Horry County Schools   Tel.   843-488-6700
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

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

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

_____Date_____
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, 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 a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

                                                       <u>56</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	36	35	71
K	69	61	130
1	56	62	118
2	68	55	123
3	54	61	115
4	42	51	93
5	65	44	109
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
Total Students	390	369	759

5.   Racial/ethnic composition of   0 % American Indian or Alaska Native
     the school: 1 % Asian
                                            17 % Black or African American
                                            32 % Hispanic or Latino
                                            0 % Native Hawaiian or Other Pacific Islander
                                            44 % White
                                            6 % Two or more races
                                            100 % Total

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

6.   Student turnover, or mobility rate, during the 2012 - 2013 year: 24%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	85
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	94
(3) Total of all transferred students [sum of rows (1) and (2)]	179
(4) Total number of students in the school as of October 1	752
(5) Total transferred students in row (3) divided by total students in row (4)	0.238
(6) Amount in row (5) multiplied by 100	24

7.   English Language Learners (ELL) in the school: 32 %
                                                        234 Total number ELL
     Number of non-English languages represented: 5
     Specify non-English languages: Spanish, Portuguese, Arabic, Vietnamese, Chinese

8.   Students eligible for free/reduced-priced meals: 81 %

     Total number students who qualify: 592

     If this method is not 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.

9. Students receiving special education services: <u>15</u> %

    <u>113</u> Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

8 Autism	0 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	27 Specific Learning Disability
0 Emotional Disturbance	30 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	39 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes_   No <u>X</u>

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

PART III – SUMMARY

Socastee Elementary, located in Myrtle Beach, South Carolina is the heart of the Socastee community. As the Socastee Swing Bridge turns over the flowing waters of the Intracoastal Waterway, the history flows throughout Socastee Elementary School. The building was constructed in 1927 as a 1st-12th grade school; becoming the area High School in 1973, a middle school by 1983, and an elementary school in 1997. Socastee Elementary serves as the heart of a geographically small yet diversely populated community that thrives on the unity of its people. The Socastee Heritage Foundation works with our community to support our school through festivals, fundraisers and special events focused on the local history of Socastee since 1711.

Socastee Elementary serves over 700 students in grades CD-5. We have a very diverse student population with 25.2 % of ESOL students, 7.3% Gifted and Talented, 43% Caucasian, 57% African-American, Hispanic, Asian, and Middle Eastern, 78% free or reduced Lunch, 21 Mobile Home Parks, four subsidized housing complexes, and modest suburban homes. Twenty four percent (163) of our students are served in interventions. The majority of our parents are hourly wage earners. Many homes are multi-family residences and 23% of our students are transient. The level of trust built in the past 5 years between the school and our strong family-oriented Hispanic population has contributed to our academic success and has made the school an extension of the home.

At Socastee Elementary School, we frame our work around a strong conviction to "do what is right for children" every day. The Socastee Elementary vision is to put service to students above all else, believing that all children can learn and all children have the right to learn. We believe it is our responsibility to foster an environment where children feel safe, loved and are nurtured physically and emotionally. We passionately believe in the importance of building strong, positive relationships with our students, staff, parents and community.

Because of the unique needs of our population, we create a safe haven for our children, a shelter. As a result of our partnerships in the community, we are able to meet students' physical and emotional needs on a daily basis. Churches, businesses, families as well as staff provide resources, coats, shoes, book bags, supplies and food for our students and families. This year, Socastee Elementary received a $27,614 Fruit and Vegetable grant that provides snacks for students two times per week. Programs such as Back Pack Buddies send food home with students. Sometimes the only hot meal students receive is from The Waterway Café, our school cafeteria. Other partners include the Little River Dental Bus, Coastal Carolina Literacy Pals and Teal Mentors, Socastee High School Teacher Cadets, Leadership Class mentors and Book Buddies offer meaningful academic and social experiences for our students. Grants from partners in our community provide resources to promote literacy. During the summer months, you can find our staff delivering books and freeze-pops to children in local neighborhoods. Our annual "Book Bus" is a treasured event. Our guidance counselor provides "Active Parenting Nights" where parents learn strategies to create strong home-school connections. Family Math Night increases student/parent engagement and teaches foundational skills in mathematics. Our "Parenting Room" in the front office has resources for parents. Muffins for Moms, Donuts for Dads along with our Watch D.O.G.S. (Dads of Great Students) program also promote parent involvement. Other programs include Archery Team, Chorus, 'Sharkettes' Baton Club, Homework Helper, Sharkwatch Afterschool Care, Morning and After school Tutoring, and Pre-Algebra. Our Parent/Teacher Organization sponsors events such as family movie nights, Spirit Nights, Spring Fling, and Choral Presentations.

We strive to provide an enriching, quality environment where children can reach their full potential. By promoting life skills, we emphasize quality citizenship in our community and school. We have high expectations for students to be good citizens. A monthly Shark Pride celebration acknowledges students for exhibiting the life skills. Life skills are demonstrated by participation in our school and community with organizations such as March of Dimes, Relay for Life, American Heart Association Jump Rope for Heart, and the American Cancer Society.

Every student has access to technology through the use of 110 iPads, eight laptop carts, Smartboards, Netbooks, desktop computers and three computer labs. This year, two of our fifth grade classes received a pilot for the district's Personalized Digital Learning Initiative and received iPads for every student.

Socastee Elementary has celebrated academic excellence by being recognized for receiving Palmetto GOLD Award 2010- 2013, State School Report Card 'Closing the Gap' Award with Grade A since 2011, and number one in 'schools like us' in South Carolina since 2011. Our accomplishments flow throughout our school history creating a bridge into the hearts and lives of our students which makes our school worthy of being named a National Blue Ribbon school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Education Accountability Act was revised in May 2008 to provide for the development of a new statewide assessment program. Known a PASS (Palmetto Assessment of State Standards), the test was first administered in May of 2009 and is an accountability measure used to evaluate student performance on the South Carolina Academic Standards. The PASS test is a rigorous, criterion-referenced assessment that is linked to our state standards. PASS results include scores in five subject areas: Writing, English Language arts (reading and research), mathematics, science and social studies. Academic Progress is measured annually by a comparison of PASS scores for schools, districts, and the state.

All Socastee Elementary students in grades 3-5 are given the reading and mathematics assessment. In addition, all students in grade 4 take social studies and science, while students in grades 3 and 5 are randomly selected to take either the science or social studies. All students in 3-5 grades were given the writing portion of the PASS test; however, with the Spring 2011 and 2012 administration, only grade 5 was given that portion of the test. The writing portion resumed for all grades 3-5 in 2013. Children with significant disabilities are given The South Carolina Alternate Assessment, a portfolio-based, year-long assessment which may be more appropriate as determined by an Individual Education Program committee.

Academic standards include indicators and statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet grade level standards. Three overall performance levels are reported for each PASS test that include: Exemplary where students demonstrate exemplary performance in meeting grade-level standards, Met where students meet the grade level standard, and Not Met where students do not meet the grade level standard.

b) Socastee Elementary has been recognized by the South Carolina Department of Education for closing the achievement gap. This recognition is awarded to schools demonstrating a high percentage of achievement with historically underachieving students. Socastee has received this award consecutively over the previous four years as well as being rated Excellent on the Annual Report Card Absolute Rating and Excellent on Growth Rating for four of five periods. Adequate Yearly Progress has been met in 2010, 2012, and 2013. The Palmetto Gold and Silver awards program recognizes the state's schools with the highest levels of student academic achievement and the fastest rates of improvement. Socastee has been recognized as a Gold School in 2010, 2011, 2012, and 2013.

In the most recent year of assessment, 2013, 100% of both ELA and mathematics students identified as disabled were assessed on grade level. Our data team closely monitors our disabled, African American and Hispanic groups because these scores were more than ten points lower than our overall school averages. To help with our disabled group, we have implemented a co-teaching model with our regular education and special education teachers. To improve performance, we hired a lead interventionist to help train personnel as well as monitor student data and determine the effectiveness of our intervention programs. Our district has also provided each school with a reading interventionist to work with our most intensive students in small groups for a longer period of time. We have also used our Title I funds to hire additional interventionists to work with our low achieving students. These students are also given the opportunity to attend before and after school tutoring. Communication between parents and teachers occurs regularly. Parents are encouraged to take an active role in their child's education. Students' strengths are shared and strategies to remediate weaknesses are communicated. These collaborative efforts increase success. Although we have been very successful with closing the achievement gap for many areas, we continue to look for research-based strategies to continue to increase student achievement and strive for gains.

In celebrating our previous years' success, we remain cognizant of the ever-changing needs and demands of our diverse community of learners. Socastee continues to research and utilize the most current and best practices in teaching in order to ensure our vision that every child will learn. Professional development days are scheduled prior to the start of school to provide time for the analysis of assessment data. Teachers meet individually and by grade levels with the principal and the Data Team to determine patterns and trends of

student strengths and weaknesses and to reflect on their teaching. Because we believe that our teachers are our greatest resource and need time to grow and learn from one another, teachers meet weekly by grade-level for common planning. In addition, our instructional coach facilitates four hours of monthly grade-level staff development. Professional Learning Communities continuously monitor student achievement and discuss instructional strategies that produce high yield results. Teachers have also used this time to review brain compatible strategies, plan for improving student engagement, develop literacy stations, plan for differentiated instruction, and discuss intervention progress. Another factor contributing to our success in reading and math is our before and after school interventions. Teachers have high expectations of students and students have high expectations of themselves.

2.   Using Assessment Results:

Socastee Elementary administrators and teachers continuously use both formal and informal assessment data to make informed, data-driven decisions, plan rigorous, authentic lessons, and maintain high expectations for our students. The administrative team begins in early summer disaggregating PASS data to make strategic decisions that impact student achievement. Information gleaned from the analysis is used to guide decision making involving the school, grade levels, individual teachers, student placement, specific academic programs, the allocation of both human and financial resources, and professional development. Assessment data provided by district mandated assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), DORF (DIBELS Oral Reading Fluency), MAP (Measure of Academic Progress), and Reading, Math, Science, and Social Studies Benchmark Assessments. Students are assessed three times per year. Our K-2 students are assessed three times per year by DIBELS measures. Students who do not meet district benchmarks are placed in early literacy interventions. Intervention programs include: BURST, Passport, SRA Reading Mastery, Corrective Reading, Achieve 3000, and Language!. Small group lessons are tailored to meet individual needs and each student's progress is closely monitored. Students in grades 3-5 are assessed by DORF and MAP. The RTI (Response to Intervention) Team then analyzes data derived from all diagnostic measures for placement in specific programs. Results from mandated district assessments are plotted and displayed on a data board where teachers can monitor student progress and strategize how to increase student achievement.

Classroom teachers plan their small group instruction based on lesson assessments. After MAP assessment, students are placed at their appropriate skill level in Compass Learning, a computer program for reading and math. Assessment results also identify accelerated students for an on-line pre-algebra course provided before school. Teachers meet monthly to analyze data and plan instruction for those that need support or enrichment. Student performance is a continuous process and instruction must be data driven.

Communication begins prior to assessment. Parents can access curriculum standards through the student handbook and on the school, district or state web pages. A School Summary Report is provided to parents which includes school, district, and state assessment results on all standardized and criterion-referenced tests. Each fall, the Socastee Elementary School Annual Report Card displaying the school's performance and improvement rating is posted on the school's website. The report provides trends of the school's performance over the past years and details of the school's student achievement data by content area and student demographic groups. Important testing dates and test-taking tips are posted online, sent home, displayed on our school marquee, and social media. Progress reports are sent home quarterly and are also available online.

Parents are informed of students' progress through conferences, mid-term reports, quarterly report cards, and online access to grades (Power School). On-going collaboration between home and school and keeping parents informed of their child's progress is vital to ensuring that all those involved are working together to promote the highest level of success for each student.

3.   Sharing Lessons Learned:

The staff at Socastee Elementary believes that consistent and frequent interaction and collaboration with other educators in our district, state, and nation is the key to continuing our success. Principals and

curriculum coaches spend one day each month at the district office. Informational meetings are followed by break-out sessions where staff development and collaborative discussions are facilitated. Data is shared by district personnel to inform administrators of current trends, patterns, and instructional feedback. Socastee Cluster Advisory board meetings are held quarterly. During these meetings, principals from the cluster elementary schools, middle school, and high school share and discuss successful strategies that have been implemented. By working as a team, we believe that we provide the best education possible for our children.

Teams of Socastee Elementary teachers travel to other schools to observe model teachers and best practices. Likewise, teams from other schools in our district come to observe classes and collaborate with Socastee Elementary teachers. Our fifth grade teachers collaborate with our middle school to create a smooth transition for our students. The middle school teachers observe our fifth grade teachers to learn how to implement stations for blended learning. We also share our successes on Edmodo, a communication networking site. Recent school awards and outstanding student achievement data have sparked interest in our programs from schools across the state. Schools 'like us' in our state send teams to visit our school to observe successful strategies for closing the achievement gap.

Our school serves as a host to many undergraduate students from Coastal Carolina University. The future educators have the opportunity to experience best practices first hand. We believe that we play an instrumental role in developing educators of the future. Our school hosts district professional development sessions in Document-Based Questions—a writing and thinking program for upper elementary. We also host training sessions for SIOP (Sheltered Instruction Observation Protocol) a program to help meet the needs of English as a Second or Other Language Learner students.

4. **Engaging Families and Community:**

Our families and community provide a wealth of resources for our school. Celebrating our partnerships and valuing their input is vital. The community demonstrates commitment by participating in the strategic planning process, School Improvement Council, Parent Teacher Organization, and Local Advisory Board. We receive valuable feedback and input from our parents and community members and carefully review and implement necessary changes that will meet the expressed needs. We also solicit information on the needs of families through surveys, feedback forms, and committee reports. Teachers provide tutoring before and after school. Many volunteers provide tutorial assistance during the day. Parents and community members provide time and talents as tutors and guest speakers. Our business partners (such as Belk, Costco, Wal-Mart, McDonald's, and Sonic to name a few) assist in providing student incentives, playground equipment, books, landscaping, funds for study trips, and instructional materials such as technology and equipment. Our partnerships with businesses in our community, agencies, churches as well as many other special interest groups provide services for our children. Our partnerships are very valuable to our school. For example, our local Socastee Heritage Foundation holds an annual festival to support our community, school and children with special needs. Recently, they purchased and installed a playground designed for special needs children. Our annual Spring Fling connects the community to our school celebrating the arts with talented local musicians, dancers, and story tellers. Our goal is to establish a caring environment where family and community members feel welcomed and appreciated.

Our guidance counselor works closely with parents and helps link families with community resources such as, The Department of Social Services, Helping Hand, Caring for Kids, and Habitat for Humanity. On-site counselors with Waccamaw Mental Health meet with students, parents, and teachers to provide support for behavioral and emotional challenges.Teaching our children to be an active part of their community is what drives our Service Learning projects. We hold a community-walk annually to raise money for March of Dimes. Our children and faculty participate in a canned food drive, Relay for Life, American Cancer Society fundraiser and Jump Rope for Heart.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Socastee Elementary School's core curriculum is comprised of national, state, and district standards, including The Common Core State Standards. These standards set the course for instruction by outlining the knowledge and skills that students are expected to master at each grade level in the content areas of English language arts, mathematics, science, social studies, and the arts. District support documents and pacing guides provide a framework for learning. Data is used to inform instructional decisions. We use a variety of assessment tools such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), MAP (Measures of Academic Progress), DORF (DIBELS Oral Reading Fluency), Everyday Math unit checks, Imagine It benchmarks, and district developed benchmarks for science and social studies. This data is used to align curriculum and instruction. Teachers collaborate to create innovative lessons using integrated technology to maximize student engagement. The goal is for ALL students to not only meet, but exceed expectations while maximizing their potential!

The focus of our English Language Arts curriculum and instruction at Socastee Elementary is to strengthen students' skills in reading, writing, thinking, speaking, and listening. The curriculum is aligned to national and state standards, including Common Core State Standards, and is supported by a balanced literacy approach using SRA/McGraw Hill's Imagine It! series. Daily integration of whole group, flexible, differentiated small group, individualized instruction, and work stations provides the foundation for effective English Language Arts instruction. Primary grades' teaching integrates essential components of quality reading instruction which include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Various intervention programs supplement the needs of all students. These programs include Passport, Kaleidoscope, Burst, Reading Mastery, Language!, and Corrective Reading. Additional services are provided to meet the needs of ELL students. Supplementary support programs such as Compass Odyssey, Ticket to Read, and Achieve 3000 provide individual support for our diverse learners. The mission for Socastee Elementary students is, "Readers today, leaders tomorrow!"

Mathematics instruction at Socastee Elementary focuses on providing students with strategies and skills necessary in our ever-changing world. Instruction is built on state and national standards, including Common Core State Standards, using Everyday Math. Technology integration is critical to success. Sixty minutes per day is allotted for grade-level instruction. Students in grades 2-5 spend an additional half hour per day in focus math groups. These fluid, differentiated math groups allow students to build individual skills. Specific programs are used in targeted groups. Gifted and talented students utilize M3 (Mentoring Mathematical Minds) while CMC (Connecting Math Concepts) and Number Worlds support intensive students. ELL students receive assistance to build concepts. A variety of resources are utilized to meet students' diverse needs and support increased proficiency include Kahn Academy, Touch Math, Compass Odyssey, and Larson's Math.

Hands-on science experiences are key! The science curriculum at Socastee Elementary is grounded in the science process skills and scientific inquiry. Content is based on South Carolina Curriculum Standards and National Standards in Science. Grade specific science kits from FOSS (Full Option Science System) and STC (Science and Technology Concepts) allow for an inquiry based, collaborative approach that promotes higher level thinking. Technology integration and notebooking enhance the science curriculum.

The social studies curriculum at Socastee is based on state and national standards. Primary source documents, notebooking, technology integration, guest speakers, virtual field trips, and other experiences allow students to learn about areas around them and then branch out to the world throughout history. Community involvement and service projects allow students to recognize their roles as community members and good citizens.

Socastee's arts program includes art, music, physical education, technology, and guidance. Art students participate in competitions throughout the year. Music students participate in chorus and choral activities. Socastee's annual Spring Fling immerses students in arts related activities. Through the PE department,

students take part in Archery Club, Jump Rope for Heart, and field day. The district's annual technology fair allows students to showcase their technology skills. The guidance program offers instruction for students in conflict resolution, personal safety, and other topics through bi-weekly classes. Mentoring opportunities are provided for many students needing additional support. Socastee seeks to create opportunities for nurturing all intelligences in our students. Our goal is to do whatever is needed to make it happen!

2. Reading/English:

Socastee Elementary embraces a balanced literacy approach utilizing research-based, best practices. The goal is for students to become independent analytical thinkers who incorporate reading, writing, speaking, and listening in their daily lives.

South Carolina state curriculum standards, along with Common Core standards, provide the instructional foundation. Imagine It!, a research-based balanced literacy program serves as the primary instructional component in CD-grade five. Its thematic approach builds not only skills, but thematic knowledge that taps into children's natural curiosity. Its online resources provide a plethora of tools for teachers, students, and parents. Imagine It! provides a balance of fiction/nonfiction texts at Common Core appropriate lexile levels and leveled text for differentiation. Activities for ESOL learners are integrated. District pacing guides and consensus documents assist teachers instructionally and provide consistency for transient students within our large district.

Literacy instruction at Socastee is systematic and intentional. Students receive a minimum of two and a half hours of language arts instruction daily. This includes vocabulary/word study, reading and responding, language skills, and writing. Read alouds, shared reading, mini-lessons, independent reading, conferencing, book clubs, and more are instructional strategies used. Instruction is at both skill and application levels. Comprehension strategy instruction is incorporated. Students are asked to work in whole group, small group, and individualized settings. Learning opportunities are provided by the teacher, through collaborative partners, or independently using work stations, technology, and other integrated tools. Critical reading skills are also taught during content area and related arts class periods.

Teachers use diagnostic data from statewide DIBELS (Dynamic Indicators of Basic Literacy Skills), DORF (DIBELS Oral Reading Fluency), PASS testing, MAP results, and other assessments for instructional decisions and grouping strategies. If additional data is needed, the RTI (Response to Intervention) team provides assistance. Gifted students in grades 3-5 receive an accelerated, compacted curriculum. Strategic and intensive students receive additional assistance using Reading Mastery, Voyager Passport, BURST reading, and Corrective Reading to enhance or replace core curriculum. ESOL students receive services through our ESOL program. . ALL teachers collaborate to provide the strongest possible program so that each student can meet or exceed goals.

Beyond the core curriculum, students participate in reading incentive programs through Family Reading Night, Book It, Medieval Times, and the Myrtle Beach Pelicans. High school and college mentors are used to motivate and grow our readers. Socastee believes that we are readers today, leaders tomorrow!

3. Mathematics:

Socastee Elementary believes math is about more than paper and pencil, but is about application of mathematical processes in a real world setting. Socastee utilizes the South Carolina Standards for Mathematics, along with Common Core standards, as the cornerstone of instruction. Everyday Math, a research based spiraling comprehensive math program for students in PK-6 is the core curriculum for all students. Its focus is on real life problem solving and application, multiple strategy approach for skill acquisition, communication of strategy use, strengthened home-school partnerships, and integrated technology such as Smartboards, online math tools, video, and interactive resources.

Teachers believe that hands-on instruction utilizing manipulatives is essential to student success. Technology tools such as iPad applications, computer assisted instruction, selected technology programs are

integrated. Programs such as online Everyday Math, Compass Odyssey, Larson's Math, and more provide technology based teaching and learning. Individual white boards and math journals are a vital part of instruction. Opportunities are provided for students to work both individually and collaboratively. Integration of writing, listening, and speaking skills is considered crucial to student success.

Teachers work individually, with grade level teams, and across grade levels to analyze and disaggregate data from a variety of sources such as statewide PASS testing results, MAP testing, and other formal and informal methods to assess student achievement and identify needs. NWEA's DesCartes allow teachers to drill down to individual student needs based on MAP scores when planning instruction.

Students receive sixty minutes of instruction daily in the core Everyday Math curriculum. An additional forty minutes per day is provided for differentiated, flexible groups based upon MAP data. This instruction utilizes all available resources to assist students in meeting or exceeding individual growth goals. Specialized programs are used to meet the needs of diverse learners. Mentoring Mathematical Minds (M3) allows gifted and talented students and other identified students to work at higher levels of Bloom's taxonomy to increase their depth of knowledge. Online pre-algebra is also available for qualifying students. For those students experiencing difficulty, additional resources such as Connecting Math Concepts (CMC) and Number Worlds are used to build concepts. Before and after school tutoring opportunities are available for all students. Students needing additional evaluation are assessed using our Response to Intervention team for more intensive support strategies.

At Socastee, students are excited about math and its use in their everyday world!

4. Additional Curriculum Area:

Science:

Our road map for science instruction incorporates the National Standards in Science and South Carolina Curriculum Standards. Our school's vision centers on doing what is right for students as they learn. Our science curriculum is collaborative, inquiry-oriented, and provides students with developmentally appropriate, meaningful experiences in life, earth, and physical science. Our cafeteria mural displays our close association to the Intracoastal Waterway, while hall murals depict views of marine wildlife and habitats in South Carolina. While being interactive and instructional, they are also visually pleasing.

Study trips provide experiences for students prior to formal instruction to help students build schema for concepts and to provide opportunities for making connections between the experiences and science text. Fifth graders travel annually to Camp St. Christopher on Seabrook Island to study the ecosystem of a barrier island habitat. Our fourth graders visit Playcard Environmental Center, Horry County Landfill and Recycling Center, and culminate their studies with an annual trip to Columbia to visit Riverbank Zoo. The third grade students take an annual study trip to Charleston to visit the South Carolina Aquarium. They also host instructional visitors in the form of Diamond Del (rocks and minerals) and S. C. U. T. E. (sea turtle habitats). Second grade students enjoy study trips to Waccatee Zoo and the Children's Museum. Students in the primary grades expand their scientific minds on study trips to Thompson's Farm, the beach, Horry County Landfill and Solid Waste Authority and the WBTW weather station.

Our district provides science kits with supplies and text to supplement our science standards. For example, second graders learn about the life cycle of a butterfly by actually hatching them. Our fourth grade has established a weather station in our school courtyard and also run our school-wide recycling program. Our teachers provide inquiries using the discovery method which contribute to the acquisition of the scientific process skills. Collaborative learning stations and science journaling help students summarize their learning.

The Socastee Elementary Invention Convention is a popular event held by the fifth grade students annually. Students are responsible for researching the need for a product and then demonstrate with a student-made model. Students in the other grades are encouraged to view the inventions and ask questions of the fifth

grade students. At Socastee Elementary we encourage active learning, reflective questioning, and collaboration. Our scientists, from the youngest to the oldest, show pride in their scientific knowledge.

Pre K Program:

The core curriculum areas:

The core curriculum areas provided through our Child Development Program at Socastee Elementary are designed as early interventions for the most at-risk four-year olds. The program is designed to ensure that children arrive for kindergarten armed with the specific skills and abilities they need to meet the state standards as well as the Common Core State Standards. Eligibility for the program is determined by an age-appropriate developmental screening which is held in March each year along with completion of a parent questionnaire. Selected students are taught by teachers fully certified in early childhood education in classes of 20 students with low student-teacher ratios using tested and proven standards and curriculum. Core curriculum instruction is provided in Language Arts and mathematics. The reading/language arts curriculum, Imagine It!, has also been adopted in kindergarten through fifth grade. Building Blocks from McGraw-Hill, our new mathematics curriculum adopted for Child Development this school year, provides a framework for teachers to engage in research-based instruction that is directly aligned with the mathematics standards and skills taught in grades K-5.

The goals of the Child Development Program are to provide children and their families with quality preschool experiences necessary for school success. The program provides a healthy, safe and nurturing environment as well as an environment that encourages emotional, social, physical and intellectual development. It also encourages the development of a positive self-image and creates an environment where learning is fun so children develop a desire to be lifelong learners. In addition, the program helps foster language development, creativity, literacy, and numeracy concepts. Children interact with other children and adults that encourage students to live and work together in a cooperative environment that promotes decision making, peaceful resolution of conflicts and respect for others. Teachers form a cooperative partnership with parents in order to work together to meet the needs of each child and ensure his or her success.

The alignment of early childhood and K- Grade 3 academic standards:

Carefully developed early learning expectations linked to K-12 standards contribute to a more cohesive, unified approach to early childhood education. Providing a framework that focuses on the learning and development of the whole child is foundational. Common Core Standards are aligned with the existing South Carolina state K-12 standards in science, social studies, and the arts and provide a clear, comprehensive, and consolidated framework for early childhood professionals.

Indicators of the impact of early education on school readiness and success in the primary grades:

Researchers and policymakers alike recognize that a child's development before kindergarten has a significant impact on their success throughout school. A high quality pre-k program prepares children to meet the rigorous standards expected of them in kindergarten. As a result, it is vital that we provide a pre-k curriculum that will help early childhood educators do just that. Our Child Development Circle Assessment data that is directly aligned with the DIBELS Next Assessment indicates that our instructional practices are very effective in preparing students to be successful learners and are making a significant impact on students entering kindergarten.

5. **Instructional Methods:**

 Our Socastee Elementary staff is a community of learners that prides itself on doing what is best for our students. Our staff attends school, district, state, and national level conferences that promote and enhance the acceleration of student learning. Teachers use a varied menu of instructional methods to improve the acquisition of skills. The use of assessment data is our road map for guiding instruction. Teachers utilize

data from DIBELS, DIBELS Oral Reading Fluency and MAP scores in order to group students for instruction and plan differentiated lessons that address the needs of our diverse student body. Learning stations are strategically planned to give students opportunities to apply and practice skills with their peers. Our staff ensures that student learning stations are well organized, provide clear objectives and are meaningful reinforcement for students at various stages of mastery.

Our Response to Intervention team is chaired by our assistant principal and meets to discuss and plan for interventions for students who experience difficulty either academically or behaviorally. Students in grades two through five scoring below the 25%tile on the reading portion of the MAP test qualify for a daily period of strategic or intensive reading intervention. The reading series utilized for strategic and intensive reading (core replacement) interventions are Passport, Reading Mastery Signature, Corrective Reading, Language!, and Kaleidoscope. Opportunities for student support in math are provided before, during, and after school. For example, we offer a before-school multiplication and division study group as well as a before-school program for identified struggling students needing access to computerized programs. Students in kindergarten and first grade who score below the grade level benchmark on DIBELS receive Burst reading intervention during their ELA station block. Gifted students in 3rd -5th grade are provided with 90 minutes per day of gifted instruction in ELA and Math. Online algebra is offered to fifth grade students who score in the 95%tile on MAP Math and in the Exemplary 5 range on PASS math.

Creating a student-centered environment where teachers facilitate instruction and developmentally appropriate practice opportunities for students is crucial to our success. We believe that by providing data-driven instruction and a variety of research-based, rich learning opportunities, every student can and will experience success.

6. **Professional Development:**

Socastee has a commitment to "Make It Happen" by implementing innovative instructional strategies and providing on-going professional support through training and resources. Professional development is aligned with district goals and strategically designed with the needs of each grade level. Our approach to professional development begins with analysis of school-wide data including MAP, PASS, and DIBELS data. The data is used to analyze target growth areas. Then, the professional development plan is developed around these target growth areas. Teachers develop individualized professional growth goals aligned to this plan for their Goals Based Evaluation Plans.

To support growth in the area of Common Core State Standards and Depth of Knowledge shifts that are coming in 2014-15, we have provided monthly afterschool professional development courses in which teachers unpack the new standards and work to plan instruction based on these standards while working toward shifting instruction. Throughout the year, district staff development days provide teachers with training and support of academic programs.

An Everyday Math Consultant provides full-day professional development support six times per year training teachers in the implementation of the math program. The sessions include supporting the integration of technology and math instruction in the classroom, implementing the Common Core State Standards and Mathematical Practices, and model lessons including co-planning and co-teaching.

Collaboration with a CORE consultant provides professional development in our core reading program, Imagine It, four times per year. The full-day sessions include model lessons with co-planning/co-teaching, use of the materials and technology tools available through the program, and implementing CCSS and the instructional shifts in English Language Arts. Weekly professional development sessions are led by the instructional coach, administration and district learning specialists to provide teachers with ongoing support. Topics include professional book studies and discussions, technology integration including the use of Edmodo and iPads to support instruction, unpacking the CCSS and increasing Depth of Knowledge in all instructional areas.

Our school hosted SIOP training to support our population of English Language Learners. Monthly mini

professional development sessions at faculty meetings conducted by grade levels and teachers allow teachers to continually learn from each other. Teachers seek other opportunities for professional growth by pursuing National Board Certification or by reflecting on teaching after observation and feedback from coaches and administrators. Our teachers know that learning is a life-long process and they model this love of learning for their students each and every day.

7. School Leadership

High expectations are key to 'Making it Happen!' every day at Socastee Elementary! Striving for excellence and establishing a culture of high expectations permeates our entire school community. Our leadership philosophy at Socastee Elementary focuses on shared-leadership and excellence. Our vision at Socastee Elementary is established by our stakeholders who include community members, parents, faculty, and staff. Stakeholders have a voice through our Strategic Planning process, Title I Planning team, School Improvement Council and our Advisory Board who establish priorities and goals for our school. Our Parent Teacher Organization is very active in our school through fundraising and supporting instruction.

Shared decision-making is critical to demonstrating that we value collaboration as we make decisions on behalf of students. Our leadership team who includes our principal, assistant principal, two instructional coaches, teacher leaders from each grade level/department, and a lead interventionist share the vision and set the instructional goals for our school. It also serves as the data team and plays a vital role in analyzing data by strengths and weaknesses, determining appropriate student interventions, and defining staff development needs.

Administration emphasizes the value of collaboration and leadership. They acknowledge the significant contribution that each member makes and encourages and supports faculty and staff in various leadership roles throughout our school. There is a high level of trust and communication which helps foster a culture of openness and team spirit. By tapping into the talents of our faculty and staff, everyone benefits from the wealth of knowledge, experience, and creativity that abounds throughout our school. Administration empowers teachers to implement new ideas and deliver professional development based on best-practices which has proven to be one of the greatest factors in achieving and maintaining a high level of student achievement.

Our life skill and character education program at Socastee Elementary is key to our Shark Pride. Life skills are featured on our morning news every day and are modeled by faculty, staff, and students. Students earn Shark Pride Award bracelets throughout the day for putting their life skills into practice. Students wear the bright blue bracelets as a symbol of Shark Pride! Our monthly Shark Pride Award luncheon celebrates and acknowledges those students who have earned ten Shark Pride Award bracelets that month.

Our administration is passionate about our students, faculty, and staff achieving their full potential. It's about creating and celebrating a culture of leadership, high expectations and excellence!

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: South Carolina Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met (+) %Exemplary	88	92	82	81	70
% Exemplary	61	57	61	57	27
Number of students tested	89	100	102	89	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	0	0
% of students tested with alternative assessment	2	0	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met (+) %Exemplary	86	92	78	77	64
% Exemplary	56	57	58	54	17
Number of students tested	73	79	81	65	72
2. Students receiving Special Education					
% Met (+) %Exemplary	69	79	41	56	
% Exemplary	23	43	23	28	
Number of students tested	13	14	22	18	6
3. English Language Learner Students					
% Met (+) %Exemplary	88	96	90	76	39
% Exemplary	52	50	66	29	11
Number of students tested	25	22	29	21	18
4. Hispanic or Latino Students					
% Met (+) %Exemplary	88	96	89	71	43
% Exemplary	48	46	64	29	10
Number of students tested	25	26	28	24	21
5. African- American Students					
% Met (+) %Exemplary	79	86	52	53	69
% Exemplary	43	36	30	40	13
Number of students tested	14	14	23	15	0
6. Asian Students					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	1	0	1	1	0

7. American Indian or Alaska Native Students					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	0	0	2	0	0
9. White Students					
% Met (+) %Exemplary	89	91	94	94	80
% Exemplary	72	65	72	74	36
Number of students tested	46	57	46	46	56
10. Two or More Races identified Students					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	2	3	2	0	0
11. Other 1: Other 1					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met (+) %Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2010 we had less than 10% total enrollment in free/reduced meals.
In 2010-11, we had three percent of students in third grade who were tested with alternative assessment per the students' Individualized Education Plans.
In 2012-13, we had two percent of students in grade three who were tested with alternative assessment per the students' Individualized Education Plans.
The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: South Carolina Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	100	90	94	88	92
% Exemplary	70	67	61	49	55
Number of students tested	100	96	87	89	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	0	1	1
% of students tested with alternative assessment	0	3	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met plus % Exemplary	100	87	94	87	87
% Exemplary	73	65	56	42	50
Number of students tested	78	78	66	71	54
2. Students receiving Special Education					
% Met plus % Exemplary		53	80	42	
% Exemplary		18	40	17	
Number of students tested	6	17	15	12	7
3. English Language Learner Students					
% Met plus % Exemplary	100	96	91	75	81
% Exemplary	71	70	56	16	27
Number of students tested	24	27	18	19	15
4. Hispanic or Latino Students					
% Met plus % Exemplary	100	96	91	75	81
% Exemplary	73	67	50	25	31
Number of students tested	30	27	22	20	16
5. African- American Students					
% Met plus % Exemplary	100	57	92	94	80
% Exemplary	43	21	31	35	40
Number of students tested	14	14	13	17	10
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	1	0	1	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					

% Exemplary					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	2	1	0	0
9. White Students					
% Met plus % Exemplary	100	94	96	90	96
% Exemplary	75	78	73	65	65
Number of students tested	52	46	51	49	54
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	5	0	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2009 and 2011 we had less than 10% of total enrollment in free/reduced meals.
In 2011-12, we had three percent of fourth grade students who were tested with alternative assessment per the students' Individualized Education Plans.
The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: South Carolina Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	89	96	91	89	77
% Exemplary	71	63	70	51	27
Number of students tested	103	93	86	104	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	0	0	1	0
% of students tested with alternative assessment	3	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met plus % Exemplary	89	94	90	88	72
% Exemplary	73	61	67	46	23
Number of students tested	80	71	73	69	61
2. Students receiving Special Education					
% Met plus % Exemplary	58			56	25
% Exemplary	32			17	6
Number of students tested	19	7	10	18	16
3. English Language Learner Students					
% Met plus % Exemplary	90	91	89	78	70
% Exemplary	70	52	72	44	4
Number of students tested	30	21	18	18	23
4. Hispanic or Latino Students					
% Met plus % Exemplary	91	92	88	77	74
% Exemplary	67	48	59	41	4
Number of students tested	33	25	17	17	23
5. African- American Students					
% Met plus % Exemplary	77		100	95	
% Exemplary	46		77	25	
Number of students tested	13	9	13	20	7
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	0	0	3	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					

% Exemplary					
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	1	2	3	0
9. White Students					
% Met plus % Exemplary	90	96	88	92	82
% Exemplary	78	71	71	61	38
Number of students tested	50	56	51	62	61
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	2	3	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2009 we had less than 10% total enrollment in free/reduced meals.
In 2012-13, we had three percent of fifth grade students who were tested with alternative assessment per the students' Individualized Education Plans.
The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 3
Publisher: South Carolina Department of Education

Test: Palmetto Assessment of State Standards
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	91	88	90	84	71
% Exemplary	63	70	65	61	43
Number of students tested	89	99	102	89	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	0	0
% of students tested with alternative assessment	2	0	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met plus % Exemplary	90	87	88		65
% Exemplary	60	71	62		35
Number of students tested	73	78	81		68
2. Students receiving Special Education					
% Met plus % Exemplary	69	64	59	61	
% Exemplary	31	50	18	28	
Number of students tested	13	14	22	18	1
3. English Language Learner Students					
% Met plus % Exemplary	88	92	89	83	50
% Exemplary	52	62	66	38	22
Number of students tested	25	21	29	21	18
4. Hispanic or Latino Students					
% Met plus % Exemplary	88	92	89	83	50
% Exemplary	48	64	64	38	30
Number of students tested	25	25	28	24	20
5. African- American Students					
% Met plus % Exemplary	79	86	78	87	64
% Exemplary	57	36	39	53	21
Number of students tested	14	14	23	15	14
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	0	1	1	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					

% Exemplary					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	2	0	0
9. White Students					
% Met plus % Exemplary	96	86	96	85	80
% Exemplary	70	79	78	74	52
Number of students tested	46	57	46	46	54
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	3	2	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2010 we had less than 10% total enrollment in free/reduced meals.
In 2010-11, we had three percent of students in third grade who were tested with alternative assessment per the students' Individualized Education Plans.
In 2012-13, we had two percent of students in grade three who were tested with alternative assessment per the students' Individualized Education Plans.
The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.

Subject: Reading/ELA **Test:** Palmetto Assessment of State Standards

All Students Tested/Grade: 4 **Edition/Publication Year:** 2009

Publisher: South Carolina Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	93	82	86	74	86
% Exemplary	60	49	52	44	50
Number of students tested	100	96	86	89	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	0	1	1
% of students tested with alternative assessment	0	3	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met plus % Exemplary	94	78	82	72	73
% Exemplary	60	45	46	34	27
Number of students tested	78	78	65	71	62
2. Students receiving Special Education					
% Met plus % Exemplary		47	53	33	
% Exemplary		6	40	8	
Number of students tested	6	17	15	12	4
3. English Language Learner Students					
% Met plus % Exemplary	92	74	82	53	54
% Exemplary	54	33	47	11	23
Number of students tested	24	27	17	19	13
4. Hispanic or Latino Students					
% Met plus % Exemplary	93	74	76	55	57
% Exemplary	57	33	48	15	21
Number of students tested	30	27	21	20	14
5. African- American Students					
% Met plus % Exemplary	79	43	77	65	
% Exemplary	36	14	23	18	
Number of students tested	14	14	13	17	9
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	1	0	1	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					

% Exemplary					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	2	1	0	0
9. White Students					
% Met plus % Exemplary	96	96	92	84	93
% Exemplary	65	72	63	63	60
Number of students tested	52	46	51	49	53
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	5	0	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2009 and 2011 we had less than 10% total enrollment in free/reduced meals.

In 2011-12, we had three percent of fourth grade students who were tested with alternative assessment per the students' Individualized Education Plans.

The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: South Carolina Department of Education

Test: Palmetto Assessment of State Standards

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	92	87	88	86	84
% Exemplary	54	55	46	52	38
Number of students tested	103	93	84	104	94
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	3	0	0	1	0
% of students tested with alternative assessment	3	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met plus % Exemplary	91	83	87	81	77
% Exemplary	49	51	42	46	30
Number of students tested	80	71	71	69	61
2. Students receiving Special Education					
% Met plus % Exemplary	68			44	63
% Exemplary	21			22	6
Number of students tested	19	7	9	18	16
3. English Language Learner Students					
% Met plus % Exemplary	87	81	81	72	73
% Exemplary	53	43	44	56	18
Number of students tested	30	21	16	18	22
4. Hispanic or Latino Students					
% Met plus % Exemplary	88	76	73	71	73
% Exemplary	52	44	27	47	18
Number of students tested	33	25	15	17	22
5. African- American Students					
% Met plus % Exemplary	85		100	75	
% Exemplary	15		39	45	
Number of students tested	13	9	13	20	7
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	0	0	3	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					

% Exemplary					
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	1	2	0	0
9. White Students					
% Met plus % Exemplary	96	95	88	94	90
% Exemplary	68	61	53	55	49
Number of students tested	50	56	51	62	61
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	2	3	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0

NOTES: In 2009 we had less than 10% total enrollment in free/reduced meals.

In 2012-13, we had three percent of fifth grade students who were tested with alternative assessment per the students' Individualized Education Plans.

The SC-Alt (South Carolina Alternative Assessment) is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and ten). The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to an extended standard linked to the grade level content.