

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Robin Rogers

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hanahan Middle School

(As it should appear in the official records)

School Mailing Address 5815 Murray Drive

(If address is P.O. Box, also include street address.)

City Hanahan State SC Zip Code+4 (9 digits total) 29410-2809

County Berkeley County School District State School Code Number\* 0801-021

Telephone 843-820-3800 Fax 843-820-3804

Web site/URL http://www.berkeley.k12.sc.us/HanahanMiddle.cfm E-mail rogersr@bcdschools.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ 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. Rodney Thompson E-mail: thompsonr@bcdschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Berkeley County School District Tel. 843-899-8600

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 Dr. Richard Kent Murray  
(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**

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**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

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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 (per district designation):
- 22 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 9 High schools
  - 0 K-12 schools
- 39 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
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 14 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	111	78	189
6	117	113	230
7	95	112	207
8	111	113	224
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	434	416	850

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 16 % Black or African American
  - 11 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 64 % White
  - 4 % 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: 17%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	76
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	62
(3) Total of all transferred students [sum of rows (1) and (2)]	138
(4) Total number of students in the school as of October 1	802
(5) Total transferred students in row (3) divided by total students in row (4)	0.172
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 12 %  
99 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: Arabic, Cambodian, Cantonese, German, Spanish, Vietnamese, Tagalog, Portugese, Gujarati, Madarin, Other
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 416

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: 13 %  
109 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.

9 Autism	1 Orthopedic Impairment
0 Deafness	28 Other Health Impaired
0 Deaf-Blindness	37 Specific Learning Disability
0 Emotional Disturbance	42 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
7 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 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:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 25:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
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

<b>Post-Secondary Status</b>	
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 X

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

## **PART III – SUMMARY**

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Hanahan Middle School is located in Berkeley County and serves 850 students in grades 5-8. Our school district's shared vision for all schools is "to challenge and empower our students to be successful in a highly competitive world" and the district's shared mission is "Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for life-long learning. Through dynamic instruction, creative partnerships and exceptional support, we will foster opportunities for each student to build a legacy of success." Our principal's vision is to create a clean, safe, caring, and comfortable learning environment that will enable our students to work toward the district's goal. We create an environment where high expectations are the norm. Our vision is fostered in academic programs created for inquisitive and successful students. Teachers, administrators, staff, and community members share the school and district philosophies with our students and place value in our slogan, "Soaring to Success".

Academic excellence is one of our strengths. For the past two years, HMS has received an "A" on the South Carolina ESEA waiver under the Federal Accountability System. From 2009 – 2013, HMS has earned South Carolina's Palmetto Gold Award. Since 2009, HMS students have scored between a 98-100% passage rate on Algebra I and English 1 End of Course exams. In 2013, 75% of eighth grade students earned at least one high school Carnegie unit credit toward their high school diploma. In addition, twenty-six eighth graders were named Junior Scholars and fourteen seventh graders were named Duke TIP Scholars. Currently, the HMS faculty is comprised of nine National Board Certified teachers and 70% of our teachers have earned their Gifted and Talented endorsement, thus validating high expectations for all.

Co-curricular after-school activities give students another opportunity to explore their academic strengths. The highly competitive robotics team designs, builds, and programs robots to learn critical thinking, team building, and presentation skills. Quest academic teams practice throughout the year in preparation for the tri-county Quest academic competition at Trident Technical College. The school's Student Council and National Jr. Beta Club allow students the opportunity to take on leadership and community service roles. Weekly CORE classes support student learning through enrichment, remediation, and intervention. Students participate in band, chorus, art, keyboarding, PE, Spanish, and Gateway to Technology. The Project Lead the Way Gateway to Technology program is a state-of-the-art program which promotes student learning with hands-on experiences to design, create, and analyze projects involving computers, robots, and machinery. The HMS band and chorus performs throughout the school year at various venues and programs in the community, such as the annual City of Hanahan Christmas tree lighting. The HMS band has consistently had the most students awarded all county and all region honors in Berkeley county and is the only middle school band in the state to win the South Carolina Band Association's Outstanding Performance Award for the past twenty-eight years.

HMS has an active PTA to assist with student and community celebrations. Our traditions include: quarterly school dances, awards assemblies, band/chorus performances, our very own Hanahan Idol, and the eighth grade End of the Year Celebration. In addition, our Accelerated Reader program is supported by our PTA and local businesses. Businesses support us by providing food, drink and door prizes for the quarterly celebrations (Cowabungas) and the end of the year celebration (Big Kahuna). Another tradition of HMS is the school-wide involvement in service learning. Led by our SLEUTHS (Service Learning Extraordinary United Teens Helping Society), HMS has supported many service learning projects. Our community service focus began in 2001 with the adoption of New York City Fire Department Ladder 118 immediately following the September 11 terrorist attacks. Teachers, parents, and students hand delivered supplies to the firemen in New York. Our students have continued to support people in need. After Hurricane Katrina, our SLEUTHS collected and delivered supplies to a middle school in Slidell, Louisiana. The SLEUTHS annually collects money for Pennies for Patients, Relay for Life, Ronald McDonald House, and Santa Families. Our students go above and beyond to provide aid and assistance to people in need.

HMS has been awarded the Exemplary Reading Award and the South Carolina Red Carpet Award. Our school has been named a Blue Ribbon Lighthouse School of Excellence and a South Carolina Palmetto's Finest School. Our guidance department was awarded the American School Counseling Association's

RAMP award for delivering a comprehensive, data-driven school counseling program. From 2010 – 2013, our Eco Challenge team won over \$70,000 in grants and scholarships as regional and national winners in the Lexus Eco Challenge competition. The awards and academic accomplishments of our students are the result of high expectations and the dedication of an outstanding faculty and staff. Our school is supported by a caring community and strong faculty making HMS worthy of National Blue Ribbon status.

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

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

A. All middle school students in South Carolina are assessed using the Palmetto Assessment of State Standards (PASS) in the spring of each school year. The PASS categorizes performance using the levels of not met, met, and exemplary. Students who score a met or exemplary on the PASS are considered to have mastered the standards for that particular content area. Students with previous testing levels of not met are given a goal of reaching the level of met and mastering standards. Students with a previous testing level of met are given the goal of increasing to exemplary. For the many students who are already achieving at the exemplary level, the goal is to increase their score and reach their highest potential. It is HMS's goal to have 100% of students mastering standards at the met or exemplary level in all content areas.

HMS strives to meet the accountability standards as outlined by our state and federal governments. Data reveals many gains from 2008-2009 to 2012-2013. HMS has received an "A" on the ESEA Waiver letter grade for 2012-2013 and 2011-2012 school years. HMS met AYP during the 2008-2009 and 2009-2010 school years. In 2008-2009 and 2009-2010, 29 out of 29 objectives were met. In 2010-2011, 27 out of 29 objectives (93%) were met. The two objectives not met during the 2010-2011 school year were the disabled subgroup for both mathematics and English language arts. HMS has consistently performed well on testing; however, in any situation there is room for improvement. The administration and grade level PLCs consider fluctuations and trends across grade levels utilizing MAP data and STAR testing data. Test data is used to determine curriculum choices to ensure that students will "Soar to Success" in all areas. HMS is dedicated to student success and academic achievement.

B. HMS's PASS data shows many positive trends within all subgroup throughout the school. The most significant gains can be observed with our ESOL population. Our ESOL population has increased each year. We have continued to see a dramatic increase of the students scoring met on the PASS test. In the Hispanic subgroup, 72.7% of students in grade 5 scored met or above in writing in 2009. Our writing scores in the Hispanic subgroup increased to 80.8% in 2013. An increase is present within all grade levels and testing subsets as well: grade 6 mathematics increased 4%, grade 7 ELA increased 44.7%, and grade 8 increased 45.4%. Increases are also evident within the Limited English Proficient subgroup. The percentage increases reinforce our efforts to close the achievement gap.

When analyzing the 2013 PASS results, the exemplary and not met scores have the highest discrepancy among subgroups. In all grades in ELA and/or math, the Hispanic, African American, disabled, and/or students receiving free or reduced meals scored 10 or more percentage points lower in exemplary than those in the all students category. The disabled subgroup scored 10 or more percentage points lower in not met for all grade levels in math and in grades 5, 6, and 8 ELA. The Hispanic subgroup has an achievement gap in math in grades 5 and 7 and ELA in grade 8. These three areas were not met. The African-American subgroup has an achievement gap in grade 7 math not met and grades 6, 7, and 8 ELA not met. The LEP subgroup has an achievement gap in grades 5 and 7 math not met, grade 6 math met, and grades 6 and 8 ELA not met. In grade 7 math, the disabled subgroup has an achievement gap in the met category. Students receiving free and reduced meals have a gap in the not met category.

These deficiencies are being addressed by all stakeholders. Teachers have disaggregated the test results by strand, identified the weakest strands, and made adjustments to their instruction. In addition, students who have not mastered standards have been placed in the free, after school tutoring program which provides small group instruction to remediate deficiencies. HMS implemented a weekly remediation and enrichment class (CORE class) built into the school day to target skills for all students. Teachers have participated in professional development book studies to motivate the non-motivated learner and differentiate instruction. Book studies focus on our achievement gaps and equip teachers with the pedagogy to increase student achievement. In English language arts classes, we have placed heavy emphasis on writing, requiring a writing portfolio for each student at all grade levels. In addition to the writing assignments, our school has a strong Accelerated Reader (AR) program and flexible grouping in the CORE classes. This strong emphasis on writing has contributed to the overall increases/gains experienced on the writing portion of the PASS test. Specifically for the disabled subgroup, an SRA reading program was implemented to a strong, organized

resource program for the students requiring special education services providing individualized instruction for individual student learning needs. Student IEP's (Individual Education Plans) are reviewed on a regular basis, and AIMS web test results are used to determine areas of improvement and need. HMS has a full time ESOL teacher who collaborates with teachers to close the achievement gaps in our ESOL subgroups. To encourage all students to do their best, an awards celebration is held each quarter to acknowledge the academic and co-curricular successes of the students. Students who scored exemplary in all subjects receive special recognition to help motivate student achievement.

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

HMS is data driven and attributes much of its success to utilizing data from PASS, SuccessMaker, MAP, Explore, ELDA, PSAT, and common assessments. Each school year, faculty members review data to summarize the previous year's accomplishments and look for data trends and significant findings. Throughout the school year, stakeholders discuss data at faculty, PTA, School Planning Management Team, leadership, and team PLC meetings.

The responsibility of collecting and analyzing data has shifted from the school's administration to the entire faculty. Grade-level teachers disaggregate data by strand to identify the strengths and weakness within instructional areas. For example, when teachers noticed a dip in the seventh grade algebra strand, the information was used to alter long-range instructional plans for the year to address weaknesses. Teachers also disaggregate individual student PASS test results to determine the particular standards not mastered. Teachers create common assessments based on each standard and analyze the data in order to create a remediation or enrichment plan for their students. All teachers, including related arts teachers, analyze test results and work with students to target those needs.

Data from SuccessMaker is used throughout the entire school year. Teachers and administrators have access to an up-to-date report containing the current lexile and math levels of students. MAP tests, administered in the fall and spring, are especially helpful in monitoring student, class, and grade level achievement growth. Results from Explore and PSAT tests are used to identify students' knowledge, skills, and interests. ELDA results are used to identify student English language needs.

Student data analysis is not limited to teachers and administrators. Our stakeholders include students, parents, and community members. Stakeholders have a voice in the analysis and planning emanating from the data. Each school year, students analyze their personal testing data during their weekly CORE class. They also use data to set goals for themselves. Parents and community members analyze school-wide data. This information is used to assist in writing HMS's School Renewal Plan each year. This process requires using data to set goals and create implementation strategies to achieve those goals.

In addition to the data presented at meetings, HMS communicates with stakeholders in variety of ways. The HMS web page includes the School Renewal Plan and the South Carolina Department of Education School Report Card. The SPMT produces a brochure highlighting student academic, art, and co-curricular achievements. Achievements include student PASS performance and the numbers of Junior Scholars (as identified by PSAT results), Duke Tip Scholars, and students selected for All County and All State band and/or chorus performances. Hard copies are distributed to students, parents, and the community. This information, including other school statistics, is available on our website.

HMS is proud of the achievements of our students. Our Palmetto's Finest Award banner, the Palmetto Gold Awards banners, the Red Carpet Award, a copy of the school report card, and many other awards and accomplishments are proudly displayed throughout the school. Local business partners recognize student achievement with gift certificates to honor their accomplishments.

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

Our district is the fourth largest in the state with approximately 29,918 students in 40 schools. We have approximately 2,257 certified teachers. With a district this large, sharing lessons learned regarding our curriculum and best practices is important. Since we are a high performing school with high expectations for

student learning, we are asked to facilitate district professional development days. Among many tasks, our district's Teacher Forum builds teacher leadership and impacts the professional development of other teachers. In the past ten years, four of our teachers have served as district teacher of the year and Teacher Forum Chairs. Teacher Forum hosts an Instructional Fairs every two years. Our teachers lead sessions and share teacher displays for teachers across the district. Our teachers and Instructional Coach serve on curriculum writing teams, unit focus groups, and benchmark assessment teams to enhance collaboration across the district. During the summer months, staff members participate and facilitate sessions at the district's staff development event, SAIL. SAIL's sessions build knowledge on implementation of the CCSS, curriculum units, and common assessments. Our Instructional Coach helps facilitate both the ELA and math sessions of SAIL. Our principal presents best practices and data to SCASA (South Carolina Association of School Administrators). Our Gateway to Technology teacher shares strategies at conferences across the state and our science teachers present at conferences both in district and out of district. Our media specialist shares information regarding reading and literacy at reading conferences. Our Instructional Coach has facilitated sessions within the school and across the district on the importance of teaching vocabulary, the implementation of the curriculum units, the implementation of the CCSS, the development of professional learning communities, developing common assessments, differentiating instruction, applying the eight mathematical practices, and teaching argument writing. Our PLCs utilize a school share drive to share lesson plans. They also use a web-based planning program, OnCourse, to post lesson plans for team members, the Instructional Coach, and the administration to review. To inform both community members, parents, and community leaders, our school's SPMT (School Planning and Management Team) meets monthly to review school data, discuss upcoming events, and discuss educational issues within and outside of our school. In the 2012-2013 school year, we were named a Palmetto's Finest School. With that honor, we have been able to collaborate with other districts via Skype, phone conferences, and visits.

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

Families and community members are not bystanders at HMS; they are informed and involved with the everyday functions of the school. Information is disseminated to parents and the community through a variety of means such as, the school's digital marquee, the school's web page, the school newsletters, student agendas, parent/teacher notes, phone calls home, teacher web sites, Wednesday folders, parent portal, Alert Now phone calls, interim grade reports, report cards, local newspapers, and flyers announcing upcoming events. An Open House and Meet the Teacher Night are held at the beginning of each school year and are heavily attended. Our school has an active and supportive PTA. The PTA board and regular PTA meetings are held monthly. The PTA Parent/Teacher Association is actively involved in getting volunteers to work in our Books Rock Café and to monitor the cafeteria during lunch periods monthly to give teachers a free lunch period. The SPMT (School Planning & Management Team) meets monthly and consists of school administrators, faculty, students, parents, and community business leaders. Our business partner, SPAWAR, has over 100 employees participating in the Lunch Buddies program. Each SPAWAR employee is paired with a student who needs a mentor and friend. The HMS Rachel's Challenge program has spread beyond the school grounds, with students encouraging their parents and siblings to practice acts of kindness. The Eco Challenge team uses its colored flags to broadcast the air quality to the community, and it has also sparked a strong interest in developing a community-wide recycling program. MUSC (Medical University of South Carolina) sent students to work with our fifth grade health classes on an anti-tobacco program. The school band and chorus classes entertain at PTA meetings and hold Christmas and spring concerts. They also perform at community functions (Christmas Tree Lighting, Founder's Day, Christmas Parade, Homecoming Parade, etc.) when requested. In prior years, our principal served as the Hanahan Christmas Parade grand marshal. Our school hosts a Veterans Appreciation Dinner and collects food items to provide Thanksgiving Dinners to over 15 families in need. The SLEUTHS club creates an Angel Tree during December; collecting food and toys for identified Santa Families. The community knows us and supports us. Being a part of this community gives us what we need to "Soar to Success." Community support is nurtured through our sense of pride of place, our students' desires to be and do their best, and our competitive spirit.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

South Carolina’s academic standards continue to form the foundation of our ELA, math, science, and social studies curriculum, while district curriculum guides provide a template to help teachers enhance instruction. We began our transition to the Common Core State Standards in the 2012-2013 school year by analyzing the six shifts in ELA and the eight mathematical practices in math. We also focused on helping the science and social studies teachers build capacity with the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects. Our school focuses on encouraging writing in every subject and incorporating informational text in all core classes. To address the first focus, we added a school-wide writing portfolio to our curriculum. It is the expectation that the students add to their portfolio each year. As always, students will submit ELA writing assignments to their portfolios. In addition, students are required to submit a writing sample from math, science, and social studies each semester. Students reflect on their growth at the end of each school year. Informational texts are infused in all core subjects. Teachers work in PLCs to collaborate within their grade level, taking ownership of the new academic standards and developing common assessments based on MAP, PASS, AIMSWEB, and Star reading and math results. After analyzing data from these common assessments, teams develop, review, and revise long-range plans. Teachers review curriculum maps and best practices while planning.

In 2012-2013, our district created a common curriculum for ELA and math CCSS. The curriculum was written by teachers and coaches across the district and followed the Curriculum Design Road Map from Rigorous Curriculum Design by Larry Ainsworth. The approach and its structure provides guidance to new teachers. Veteran teachers have the flexibility to apply best practices. CCSS are “unwrapped” to help teachers understand the complexity and learning goals of each standard. Teachers focus on the verbs in the standards to determine what the student is being asked to do – understand, analyze, evaluate, create, etc. Units were created based on priority standards. Beginning with the end in mind, essential questions and big ideas were used to match priority standards within each unit. Engaging Learning Experiences with between three and five leveled performance tasks were created according to Bloom’s Taxonomy and Webb’s Depth of Knowledge. The use of performance tasks and product-based learning ensures that teachers are able to address the rigor of the standards. Performance tasks for both ELA and math have real-world scenarios to support college and career readiness. They also help students with a deeper level of understanding. Common assessments built within the curriculum ensures that teachers have accurate data. Our teachers are currently working on a similar curriculum for science and social studies.

At this time, our science and social studies classrooms have a comprehensive curriculum based on the South Carolina state standards. The History, Science, and Technical Subject CCSS are currently being implemented in the classrooms. The curriculum is both conceptual and skill-based. Teachers differentiate with intervention and enrichment strategies. The curriculum incorporates academic vocabulary important for future units and grade levels within science or social studies. Teachers work together to develop common assessments and benchmark assessments to analyze student learning. Science and social studies teachers focus on authentic skills-based rigor for the 21st century. Students are taught to use critical thinking, problem solving, and creativity. Multimedia technology enhances instruction in the classrooms. Science kits correlated to the standards are used for hands-on activities. The Document-Based Questioning (DBQ) program is used to provide a real-world connection to historical document analysis. Science and social studies curriculums include enduring understandings for each standard, how the standard relates to previous learning, and specific literacy skills for the 21st century.

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

b. Our curriculum is based on the Common Core State Standards as regulated by the state of South Carolina. As we implement these standards, our curriculum includes summer reading, reading rubrics, nonfiction/informational text analysis, and lexile specific instruction. Concepts are enhanced with resources to promote intentional reading. Resources for cognitive strategies include thinking maps, guest speakers,

role playing, debates, investigations, and Socratic seminars. Two networked computer labs and four wireless laptop labs allow teachers to easily blend technology throughout our reading curriculum.

In our disabled subgroup, the SRA reading program is a strong and organized resource program for the students requiring special education services. The program, coupled with teacher modeling and self-regulated comprehension, provides individualized instruction based on student need. In the below level classroom, strategies include generating mental imagery and vocabulary self-collection. These strategies are used to remediate and enrich for different levels of rigor.

For our reading instruction, we have placed a heavy emphasis on writing and reading, requiring three writing samples, a research paper, and a writing portfolio for each student at all grade levels. Scaffolded learning helps the teacher assess pre-reading, during reading, and post-reading understanding. In addition to the writing assignments, our school has a strong reading program and flexible grouping in our CORE classes based on the Rasch Unit (RIT) band. In these groups, students receive specific enrichment or remediation instruction. A strong emphasis on reading to write has contributed to the overall increases/gains on the reading and writing portions of the PASS test.

Instructional strategies include cooperative learning groups, writing workshops, small group instruction, peer tutoring, flexible grouping, differentiated instructional groups, pair-sharing assessments, and peer writing reviews. Teachers use formal assessment such as MAP, PASS, and common assessments. Informal assessment such as “exit tickets”, multiple choice using the iclickers, and observations assist teachers in determining individual student needs. Our school believes that reading is essential for students to learn to make informed and reasoned decisions. An emphasis is placed on critical thinking, problem solving, multiple perspectives, and how we learn and grow from past experiences.

### **3. Mathematics:**

Our math curriculum is based on rigorous units which include pre-assessments, performance tasks, post-assessments, and built in time for enrichment, remediation, and intervention. Each grade and track level have their own units to follow. These units were developed through a collaboration of the math teachers across the district and cover the Common Core standards for each grade level. Concepts addressed include the associations and relationships of math problem solving, the use of academic vocabulary, and the application of math to everyday life. The units also allow for technology to be easily integrated into the lessons such as TI-84 calculators for algebra, Smart Boards, airliners, tablets, gizmos, Ladibugs, and the online Digits book for grades 6-8.

Instructional methods include small groups, cooperative learning, and peer tutoring. They are used frequently in order to ensure active learning as the lesson progresses and to establish relationships between the students where they are comfortable. Students are able to discuss how to solve problems, how to correct any mistakes that may come up, and how to work problems in multiple ways. In addition, teachers use direct instruction, project-based learning, gallery walks, technology, instructional games, ERI (enrichment, remediation, intervention) time, and a focus on the Eight Mathematical Practices. We offer leveled options for each ability level. Each ability level is targeted during ERI time as well. The teacher assesses student need based on pre-tests, performance tasks, and post-assessments each unit. The teachers ask critical questions, students create viable arguments, and students reason through the problem to develop an answer.

Students are acquiring foundational math skills through teacher instruction, small groups, at risk tutoring, extra help before and after school, CORE classes, and the A+ lab. For the below average students, they are able to attend at-risk tutoring in the afternoons once a week and then twice a week at the end of third quarter with a designated teacher for each grade. The students who are below grade level also are able to go to the A+ lab where they work on lessons on the computer from previous grades or previous lessons from that year. The students who are working above level participate in Quest, Math Counts, enrichment during ERI time, enrichment CORE classes, and high school credit classes.

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

##### Science

Mission – Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for life-long learning. Through dynamic instruction, creative partnerships, and exceptional support, we will foster opportunities for each student to build a legacy of success.

To incorporate rich, Lowcountry traditions, the science department grounds student learning by linking it to our immediate surroundings. We incorporate the study of estuaries and hurricanes with other natural phenomena that affect the South Carolina coast. The students learn about the classification and interaction of animals and plants using examples of the local flora and fauna such as horseshoe crabs and loblolly pine trees. Eighth graders learn about the specific geology of South Carolina and how our coastline was formed.

Igniting a passion for life-long learning is evident in our science classrooms. Since all branches of science center on the inquiry process, relating those skills will serve the students for years to come. Through observation tactics, measurement skills, the scientific method, and technological design, our students connect with science regardless of the content at hand. A passion for science is ignited through the use of hands-on manipulatives. Students grow their own plants, build solar-powered cars, and launch rockets. Student learning comes alive when students get their hands on the materials. In an effort to further this passion and its longevity, real world connections are made through recycling, participation in the robotics team, and participating in litter-reducing beach and salt marsh sweeps. Because we recognize the benefits of technology in assessing the learning of the twenty-first century student, teachers incorporate the Smart Board, iClickers, tablets, and Gizmos on a daily basis.

To maintain creative partnerships and support, a local power company provides science kit materials. The students take field trips to learn about engineering at the Boeing plant. Doctors from the Medical University of South Carolina participate by running brain labs during the human body unit. Hanahan Middle School students come in contact with the best of the best in our community. To meet the diverse needs of our students, students are exposed to science careers. Science teachers work hand-in-hand with resource teachers to make sure special education students are receiving accommodations to put them on par with the rest of the school population. Science teachers build a legacy of success with award ceremonies, district and statewide competitions like Quest, and our national-award-winning Eco Challenge Team. Our goal is to help every student experience success.

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

In a variety of content areas, performance tasks are utilized. Performance tasks include the creation of PowerPoints, multimedia presentations, simulations, debates, Socratic seminar discussions, trials, games, songs, poems, portfolios, etc. Differentiated instruction is the backbone of all subject areas in our school. Differentiation is used for students below grade level as well as students performing at or above grade level. Gifted education is a priority and 70% of our teachers are endorsed by the state of South Carolina as gifted and talented teachers. Flexible pacing, group activities, alternative activities, and flexible assessments are used to assess student learning. Brain-compatible strategies are implemented to engage students. Although we understand the importance of continuing to support middle school students as they learn to read, our teachers also understand that middle school is an important time for students to read to learn. Strategies such as Socratic seminars, Jacob's Ladder comprehension activities, and thinking maps help reinforce critical thinking. Document-based questioning in the social studies classrooms are a rigorous, engaging way for teachers to scaffold learning with historical analysis of documents. Science is readily associated with hands-on activities and experiments, which abound in all science classrooms, thanks in large part to the science kits supplied for each unit. In order to equip our students for science careers in the 21st century, problem-based instruction and technology accompany more traditional lab activities. Brain-compatible strategies used in all subject areas include art-based activities, field trips, games, graphic organizers, mnemonic devices, music, drama, visuals, and writing. In our Gateway to Technology class, teachers incorporate tactile learning through programming, designing, and building robots in this pre-engineering course. Autodesk Inventor software is used to facilitate three-dimensional designs in the pre-engineering course. Virtual shopping trips provide authentic contexts for learning in Spanish. For all subject areas, content recovery computer

programs are used to scaffold student learning when students continue to struggle. Edmodo is used to blog in English classes and foreign language classes in addition to practicing keyboarding skills. Teachers utilize Dell Latitude tablets, laptops, iclickers, SmartBoards, Ladibug document cameras, and Kindles to infiltrate technology in every classroom. Our weekly CORE Day (Common Core Opportunities for Rigor and Enrichment) aids in the implementation of the new Math and English Language Arts (ELA) Common Core State Standards. Teachers use this time to remediate and enrich learning with grouping based on formal, informal, formative, and summative assessment data.

## **6. Professional Development:**

We have had three goals for our professional development past two years: developing strong professional learning communities, successfully implementing the CCSS, and beginning to build common assessments. The impact is significant because our faculty has used these opportunities to begin utilizing common assessments, understanding standards, using research-based strategies, and developing data-driven professional learning communities. This cohesive program led to a strong understanding of curriculum and instruction. Our successful pedagogy has resulted in continued student success. Specific examples include our staff reads, *Pathways to the Common Core: Accelerating Achievement* by Calkins, Ehrenworth, and Lehman and *On Common Ground: The Power of Professional Learning Communities* by DuFour, Eaker, and DuFour. Within PLCs, our faculty studied these books and collaborated to discuss ideas.

Our school's main challenge is not unlike many middle and high schools. Building strong professional learning communities is challenging in the middle grades. Professional development sessions facilitated a collaborative culture centered on student success. Teachers have common planning periods to meet as PLCs on a weekly basis. PLCs have created teacher leaders and the collaborative efforts have been outstanding.

We divided our professional development in two parts. In 2012-2013, we focused on strategies for the CCSS. Teachers built foundational knowledge for CCSS implementation. Our school's Instructional Coach read *Rigorous Curriculum Design* to assist in writing a district-wide curriculum for the standards. The school took advantage of early release days to facilitate the implementation of the new standards. We developed specific strategies to build our PLCs. Currently, the 2013-2014 school year has been dedicated to both strategies and assessments. Teachers have implemented the school-wide curriculum based on the research of Larry Ainsworth and his book, *Rigorous Curriculum Design*. Teachers started using common formative and summative assessments to measure student learning. Professional development has extended to teachers creating district benchmark assessments.

As we move forward, we continue to build teacher capacity by blending our best practices with the expectations of the CCSS. When teachers work collaboratively, student achievement is evident in test scores. PLCs create that team environment where teachers rely on each other's strengths and work to improve weaknesses. This professional development leads to meaningful growth and school improvement. We have experienced much growth in the past two years and we are looking forward to the growth we will no doubt experience in the coming years.

## **7. School Leadership**

The HMS leadership team consists of the principal, two assistant principals, an instructional coach, the guidance director, and teacher leaders by grade level and subject area. The leadership philosophy of our principal requires collaborative teams to complement the school's vision and values. Each member gives his or her best at all times. A common phrase at Hanahan Middle is "whatever has to be done, we can be the best at doing it." This philosophy resonates with all faculty and community stakeholders.

The internal leadership team meets weekly to plan and debrief upcoming events, discuss program effectiveness, and problem solve collaboratively. Grade level and department leaders facilitate our Professional Learning Communities (PLC) weekly. During the weekly PLC meetings, the Instructional Coach and teachers work collaboratively to plan and review student performance data. Data from formative, summative, and benchmark assessments is reviewed. Using the data, the PLC members plan enrichment and

intervention opportunities for students. Students receive additional assistance through at-risk tutoring and the A+ lab for content recovery. The principal meets with grade levels quarterly to discuss and review student achievement data by class. Additional leadership teams include our School Planning Management Team (SPMT) and our PTA. Monthly SPMT meetings include the administration, parents, teachers, and community members. Meetings assist in the planning of upcoming events and to address school needs. Our active PTA meets monthly to plan school-wide fundraisers/events and to discuss the appropriation of budgeted funds.

Our school mascot is the hawk. The hawk is always alert, searching, and rising to meet each challenge. Each member of our learning community rises to any occasion and gives his/her best no matter the task, competition, or program.

Our principal created and maintains a school culture where pride runs deep within stakeholders. We believe in pride of place, of school, and of community. Our community is unique in that there is only one elementary, one middle, and one high school. In 1999, our principal's first initiative was to change the school's mascot from a mustang to a hawk. Our community high school's mascot has always been the hawk, so it only seemed natural that our middle school joined that community atmosphere. The elementary school then made the hawk its mascot to ensure spirit and continuity. By increasing community and civic pride, our leadership upholds the vision to bind student learning to the beliefs of our school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	89	94	92	95	88
% Exemplary	56	65	64	55	42
Number of students tested	208	186	196	172	168
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	83	90	85	92	78
% Exemplary	47	53	48	44	36
Number of students tested	104	91	93	72	73
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	64	73	63	81	67
% Exemplary	18	27	38	13	24
Number of students tested	11	22	16	16	21
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	79	95	71	93	77
% Exemplary	46	65	36	60	41
Number of students tested	28	20	14	15	17
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	76	90	75	85	67
% Exemplary	40	55	44	46	25
Number of students tested	25	20	16	13	12
<b>5. African- American Students</b>					
% Met plus % Exemplary	82	100	89	94	83
% Exemplary	50	46	26	33	29
Number of students tested	28	26	35	33	29
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	93	94	95	98	91
% Exemplary	57	68	77	62	47
Number of students tested	141	125	124	120	119
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	91	90	90	87	83
% Exemplary	54	58	51	51	45
Number of students tested	202	203	165	180	193
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	86	80	85	82	82
% Exemplary	38	39	40	49	32
Number of students tested	99	92	67	76	73
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	76	63	85	72	33
% Exemplary	14	26	31	32	4
Number of students tested	21	19	13	25	24
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	79	64	90	84	84
% Exemplary	53	50	47	58	42
Number of students tested	19	14	19	19	31
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	85	69	85	75	82
% Exemplary	40	46	23	42	32
Number of students tested	20	13	13	12	22
<b>5. African- American Students</b>					
% Met plus % Exemplary	87	86	74	68	68
% Exemplary	19	37	30	21	12
Number of students tested	31	35	27	28	25
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	93	93	93	92	86
% Exemplary	61	63	58	56	51
Number of students tested	136	134	111	130	135
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	78	85	80	76	84
% Exemplary	37	47	47	46	48
Number of students tested	218	175	173	216	180
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	64	79	70	67	75
% Exemplary	19	32	34	31	31
Number of students tested	97	68	71	93	75
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	39	85	40	17	53
% Exemplary	22	23	15	0	11
Number of students tested	18	13	20	24	19
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	64	88	81	89	70
% Exemplary	43	50	44	50	44
Number of students tested	14	16	16	26	23
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	56		71	88	50
% Exemplary	25		21	53	14
Number of students tested	16	9	14	17	14
<b>5. African- American Students</b>					
% Met plus % Exemplary	57	62	72	58	75
% Exemplary	9	14	24	11	22
Number of students tested	44	29	25	36	32
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	89	89	84	78	89
% Exemplary	46	55	54	51	55
Number of students tested	132	121	118	147	120
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:** In 2011-2012, only 9 Hispanic/Latino students took the PASS test. Due to the small number, percentages for Met/Exemplary, and Exemplary were not able to be calculated.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	86	69	76	83	74
% Exemplary	34	26	39	37	29
Number of students tested	184	179	209	174	187
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	86	63	67	73	64
% Exemplary	86	63	67	73	64
Number of students tested	78	75	79	70	70
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	62	30	19	40	33
% Exemplary	8	0	0	0	0
Number of students tested	13	20	26	20	15
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	92	57	78	76	47
% Exemplary	8	7	44	38	24
Number of students tested	12	14	23	21	17
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	91	67	74	64	46
% Exemplary	9	13	37	14	9
Number of students tested	11	15	19	14	11
<b>5. African- American Students</b>					
% Met plus % Exemplary	97	59	52	71	61
% Exemplary	21	15	17	14	7
Number of students tested	29	27	23	28	28
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	87	70	79	86	79
% Exemplary	40	29	44	42	34
Number of students tested	127	122	139	118	140
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	90	90	90	90	89
% Exemplary	44	48	47	52	43
Number of students tested	208	186	196	172	167
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	87	85	85	81	85
% Exemplary	34	36	40	35	33
Number of students tested	104	91	93	72	72
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	73	59	63	69	76
% Exemplary	0	5	31	13	19
Number of students tested	11	22	16	16	21
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	86	80	79	73	81
% Exemplary	36	30	43	40	38
Number of students tested	28	20	14	15	16
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	88	80	81	62	73
% Exemplary	28	35	38	23	36
Number of students tested	25	20	16	13	11
<b>5. African- American Students</b>					
% Met plus % Exemplary	82	89	77	85	86
% Exemplary	32	27	23	33	21
Number of students tested	28	26	35	33	29
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	92	90	95	95	90
% Exemplary	50	54	53	60	49
Number of students tested	141	125	124	120	119
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	85	83	82	84	79
% Exemplary	50	59	54	40	44
Number of students tested	202	202	165	180	191
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	77	70	73	76	73
% Exemplary	32	37	46	28	32
Number of students tested	99	91	67	76	73
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	57	53	69	56	33
% Exemplary	19	42	23	20	0
Number of students tested	21	19	13	25	24
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	68	85	63	84	73
% Exemplary	26	46	42	26	47
Number of students tested	19	13	19	19	30
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	75	77	69	75	71
% Exemplary	25	46	54	25	38
Number of students tested	20	13	13	12	21
<b>5. African- American Students</b>					
% Met plus % Exemplary	68	66	63	64	68
% Exemplary	36	26	41	18	16
Number of students tested	31	35	27	28	25
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	88	88	90	88	82
% Exemplary	55	71	60	46	48
Number of students tested	136	134	111	130	134
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	88	82	81	76	81
% Exemplary	45	46	54	44	47
Number of students tested	218	175	173	216	180
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	81	71	75	69	71
% Exemplary	32	28	44	29	37
Number of students tested	97	68	71	93	75
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	83	77	35	21	37
% Exemplary	28	23	20	0	5
Number of students tested	18	13	20	24	19
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	93	75	81	85	61
% Exemplary	36	38	63	46	39
Number of students tested	14	16	16	26	23
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	88		71	88	43
% Exemplary	50		64	47	21
Number of students tested	16	9	14	17	14
<b>5. African- American Students</b>					
% Met plus % Exemplary	68	62	80	69	72
% Exemplary	21	24	32	17	28
Number of students tested	44	29	25	36	32
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	93	88	82	76	87
% Exemplary	52	52	59	49	53
Number of students tested	132	121	118	147	120
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:** In 2011-2012, only 9 Hispanic/Latino students were tested. Due to the small number tested, Met/Exemplary percentages and Exemplary percentages could not be calculated.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Palmetto Assessment of State Standards (PASS)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Met plus % Exemplary	79	75	70	73	73
% Exemplary	47	49	45	45	31
Number of students tested	184	178	209	174	187
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Met plus % Exemplary	71	69	58	63	64
% Exemplary	36	39	32	31	27
Number of students tested	78	75	79	70	70
<b>2. Students receiving Special Education</b>					
% Met plus % Exemplary	54	30	15	30	33
% Exemplary	15	5	0	5	13
Number of students tested	13	20	26	20	15
<b>3. English Language Learner Students</b>					
% Met plus % Exemplary	67	62	65	62	47
% Exemplary	17	31	39	43	6
Number of students tested	12	13	23	21	17
<b>4. Hispanic or Latino Students</b>					
% Met plus % Exemplary	55	73	68	50	55
% Exemplary	27	33	37	21	9
Number of students tested	11	15	19	14	11
<b>5. African- American Students</b>					
% Met plus % Exemplary	59	67	61	68	68
% Exemplary	31	26	26	38	21
Number of students tested	29	27	23	28	28
<b>6. Asian Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Met plus % Exemplary					

% Exemplary					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>9. White Students</b>					
% Met plus % Exemplary	85	76	75	76	76
% Exemplary	54	59	53	49	36
Number of students tested	127	122	139	118	140
<b>10. Two or More Races identified Students</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

**NOTES:**