

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

[X] Public or [] Non-public

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

Name of Principal Mr. Thomas L. Sparkman

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

Official School Name Hanahan Elementary School

(As it should appear in the official records)

School Mailing Address 4000 Mabeline Road

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

City Hanahan State SC Zip Code+4 (9 digits total) 29410 + 4651

County Berkeley State School Code Number* 08-01-044

Telephone 843-553-3290 Fax 843-820-5421

Web site/URL http://www.berkeley.k12.sc.us/Hanahan.cfm E-mail Tom@bcstdschools.net

Facebook Page _____
Twitter Handle www.facebook.com/HanahanPTA 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@bcstdschools.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. 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

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 (per district designation):
- 22 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 38 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. 19 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	29	22	51
K	106	109	215
1	114	120	234
2	114	94	208
3	95	106	201
4	107	96	203
5	0	0	0
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	565	547	1112

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 18 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 5 % 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: 20%

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 <i>to</i> the school after October 1, 2012 until the end of the school year	107
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	102
(3) Total of all transferred students [sum of rows (1) and (2)]	209
(4) Total number of students in the school as of October 1	1042
(5) Total transferred students in row (3) divided by total students in row (4)	0.201
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 15 %
169 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Spanish, Arabic, Tagalog, Chinese Mandarin, Chinese Cantonese, Vietnamese, Urdu
8. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 585

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 %
149 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.

25 Autism	2 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	30 Specific Learning Disability
1 Emotional Disturbance	40 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
3 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	36 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	3
Classroom teachers	49
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 24:1

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%	97%	96%	96%	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 X

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

PART III – SUMMARY

Located in the beautiful Lowcountry of South Carolina, Hanahan Elementary opened its doors in December 1998. Since that time, the school has exemplified quality education steeped in a tradition of excellence. Our mission at Hanahan Elementary is to 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.

Hanahan Elementary School is home to a diverse population, drawn from a broad spectrum of socioeconomic backgrounds, of approximately 1120 students in Pre-K through fourth grade. The majority of our students come from middle and lower-income homes. About half of our students come from stable homes, but an increasing number come from single parent or nontraditional families. For these children, the role of the school goes far beyond academics as we strive to educate the whole child, nurturing and celebrating special talents.

Community engagement has been the cornerstone of our schools' success. An outstanding PTA, a highly successful volunteer program, and more than thirty active business partners are a testament to the community's firm commitment and investment in a quality education for Hanahan children. Programs such as "Lunch Buddies" engage community members (city employees) as mentors for children at our school.

We have established a system for analyzing accountability data in order to evaluate instructional programs and practices used to meet student needs. In 2013, we achieved an "A" Rating (95.3) on the Elementary and Secondary Education Act Federal Accountability System, an improvement upon our "B" Rating (87.3) in 2012. Our tradition of academic excellence is evidenced by receiving the Palmetto Gold Award the past four years (2010-2013) and the Palmetto Silver Award each year between 2006 and 2009. HES has also received twelve school incentive awards and two honorable mentions from the State Board of Education. Our school was recognized nationally in 2007 with the Blue Ribbon Lighthouse Award (based on sustained success as a high performing school) and the SMART Showcase School designation (given for leaders in the adoption/integration of technology). We have also been honored with the Red Carpet Award, the Exemplary Writing Program Hall of Fame Award, and the Governor's Reading Honor Roll Award. Hanahan Elementary was a finalist for the Palmetto's Finest Award in 2001, 2003, and 2004.

Our vision is to challenge and empower our students to be successful in a highly competitive, technology-driven world. We strive to incorporate a variety of instructional strategies which provide state of the art instruction for our students. The infusion of technology into the curriculum encourages collaboration, communication, and student interaction. The school has two fully equipped computer labs, and each classroom is furnished with networked computers, iPads, and SMART Board technology. The PTA and our administration utilize social media to communicate with parents and community.

The energy, enthusiasm, and expertise of the faculty and staff are the backbone of our school's success. Our teachers combine traditional educational approaches with current research and innovative programs to provide a well-rounded education for our students. Twenty-seven teachers have earned National Board Certification over the past five years.

Students and teachers work together to create individual reading goals based on independent reading levels as part of our school-wide reading initiative. The gifted and talented curriculum (College of William and Mary) challenges students in grades three and four. Junior Achievement and Kids Who Care programs enrich the curriculum by connecting the students with their community. A character education program, "Tools for Citizenship and Life", emphasizes valuable life skills. All students are exposed to the arts through a content rich, standards-based curriculum. Our growing Hispanic population is served by Spanish interpreters/ ESOL teachers assisting in classrooms, tutoring programs and reading initiatives for students, and parent workshops for ESOL adults. Professional Learning Communities have helped us grow as a school by providing a collaborative approach to solving problems and evaluating effectiveness of instruction. A focus of our school and district has been to support teachers as they transition to the newly

adopted Common Core standards. An Instructional Coach offers curriculum support, as well as assisting with school improvement initiatives. We ensure that teachers will be able to meet school goals and improve instruction by providing a research-based curriculum and evaluating and modifying the structure of professional development.

By embracing our multicultural diversity, we continue to grow stronger. Despite increased growth and diversity in our school population, an enduring atmosphere of caring and intimacy continues to thrive within our walls. The citizens of Hanahan strongly and proudly support our school. We foster a considerate, empathetic culture in which diversity is embraced and community involvement is encouraged. Hanahan Elementary is worthy of the National Blue Ribbon School award due to the strong sense of community and emphasis on educational excellence found in our school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The standardized assessments used at our school reflect instructional quality, achievement gaps, and student success. The Palmetto Assessment of State Standards (PASS), the state administered standardized test, is used to evaluate annual student performance on state curriculum standards. PASS is a criterion-referenced assessment that links our state academic standards to the specific content knowledge and skills needed to meet grade level performance expectations. PASS writing, ELA, math, science, and social studies assessments are administered to students in grades 3 and 4. All 3rd and 4th grade students are tested with PASS writing, reading, and mathematics assessments. Fourth grade students take social studies and science assessments, while 3rd grade students are randomly selected to take either science or social studies. The PASS Performance levels measuring academic performance are categorized as: Not Met (did not meet grade level standards), Met (met grade level standards), and Exemplary (demonstrated exemplary performance in meeting grade level standards). The South Carolina Department of Education analyzes and posts all school data in order to develop and issue the school report card, which shows an absolute rating and a growth rating for each school. The absolute rating indicates overall academic achievement at the school, while the growth rating reveals student growth over time. Another assessment tool, Measures of Academic Progress (MAP), is a norm-referenced test used to chart academic progress over time for individual students. Students can be determined to “meet target” or not, based on growth in identified areas (i.e., numbers and operations, measurement, vocabulary, informational texts) over a school term. Classroom instruction targets specific skills assessed by MAP and PASS.

At Hanahan Elementary, our expectations are for all students to meet or exceed grade level standards. Although we consistently exceed the state and district scores in all PASS performance categories, we work diligently to address deficiencies in all subgroup scores.

b) Our school strives to use assessment data to achieve excellence in all areas of instruction. In 2009, both our absolute and growth rating were good. Each year between 2010 and 2012 we achieved an excellent absolute and growth rating. In 2013 we earned another excellent absolute rating with a growth rating of good. AYP has been met yearly, and we have received Palmetto Gold recognition for the past 4 years, 2010-2013.

An analysis of PASS data over five years indicates several trends. The largest achievement gap over five years is in the disabled subgroup. To decrease this gap, the special education teacher collaborates with the classroom teachers to identify and target strands of weakness. Classroom assessments are targeted to the CCSS and SC state standards. This population is provided with one-on-one support in test taking strategies and assessment assistance. The SPED team meets regularly to review student data and implement research-based supports. Students are mainstreamed according to Individualized Education Plans.

In 2009, the African American subgroup had a 24% achievement gap in writing, but the same group tested as 4th graders (2010) had an achievement gap of only 7%. There has been a significant decrease over time, up to 20%, in the math achievement gap for the African American subgroup. Between 2009-2010 and 2012-2013 the ELA achievement gap among African American students was cut in half. In 2011-2012, there was a 2% decrease in the ELA achievement gap of students with limited English proficiency, and a 4% decrease for the subsidized subgroup. From 2012-2013, there was a 2% decrease in the ELA achievement gap of students with Individualized Educational Plans. The subsidized subgroup saw a decreased achievement gap of 3% from 2009-2010 in ELA, but a 2% increase from 2010-2011 coinciding with an addition of seven students to the population.

The number of 3rd grade students scoring met or exemplary in math increased 12% from 2009 to 2010, and has remained consistently at 84% or above since 2010. In 2009, 76% of 3rd graders and 86% of fourth graders scored met or exemplary in math. In 2012-2013, the percentages increased to 87% in 3rd grade, and 91% in the 4th grade. We attribute these gains to the addition of an Assist Lab (computer based instruction), the pairing of at-risk African American boys with community tutors, and more rigorous grade level

assessments. The third and fourth grade gifted-talented classes began to incorporate the “Fantastic Five” program (math enrichment curriculum) to enrich the grade level math instruction and move more children to exemplary on PASS.

English as a Second Language (ESOL) students use the Language for Learning Curriculum, and specific grade level support (based on the CCSS) is provided, in small groups and one-on-one instruction. Free after-school tutoring with teachers and bilingual high school students (twice a week) augments English language acquisition. To address areas of weakness in ELA/reading, students who fell below the 25th percentile (AIMSweb data) were referred to interventionists who provide intensive instruction in specific skill gaps. Computer based instruction on targeted standards in ELA and math is provided in the Assist Lab to remediate students scoring in the bottom 25% on MAP. The Accelerated Reader program provides differentiation based on individual student reading levels. To increase mastery levels and encourage higher level thinking, Junior Great Books and the Jacobs Ladder reading comprehension program are used in 2nd and 3rd grades.

We continue to strive for gains in areas of weakness and to close achievement gaps in all subgroups. We know that assessment is on-going, and we will continue to analyze data and plan for improved student achievement.

2. Using Assessment Results:

a) At HES, careful analysis of both formative and summative assessment data is on-going and drives instructional decisions. AIMSweb is one tool used to assess our students. K-2 students scoring in the bottom 10% on reading benchmarks work with interventionists on targeted skills. These students are progress monitored for five weeks. If improvement is not shown, the Problem Solving Committee (PSC) studies the student’s data in all areas (MAP, STAR, writing sample, etc.). The PSC proposes different interventions, or moves forward with another suggestion (e.g. referral for testing). Students are released upon scoring at 25% or higher on subsequent assessments. Third and fourth grade students take AIMSWEB MAZE and RCBM to identify areas of need and tailor instruction. Students scoring in the bottom 25% are given intervention, targeted to the area of deficiency. Students scoring below 50% receive targeted intervention in their regular classroom.

Teachers complete MAP and PASS reflections and perform item analyses on assessments. Conferences are held with administrators to identify areas for growth and targets for instruction. Each student’s strengths and weaknesses are discussed, as well as individual teacher assessment scores, to identify instructional needs for the year. MAP data is used to assign individualized computer tasks (Compass Learning Odyssey) and PASS scores are compared from previous and current years. PLCs and Vertical Teams review data and item analyses to target standards that need improvement, address gaps between grade levels, and determine specific grade level weaknesses. Teachers complete weekly conferences with students using Accelerated Reader (AR) reports and STAR Reader data to help make instructional decisions.

Areas of concern on PASS are immediately tackled. After low PASS science scores in 2012, our 3rd and 4th grade teachers worked with the district science coordinator to analyze the state science standards, identify strengths and weaknesses in science instruction, and conduct scripted observations. As a result, our science PASS scores improved in 2013.

b) A school report card is distributed at the beginning of each year to inform parents and community about academic achievement. A pamphlet highlights the latest PASS results and areas of success for our school. PASS and MAP results are reviewed with parents and staff at PTA, SIC, and faculty meetings. We host quarterly awards ceremonies, inviting parents and community members to recognize students for individual accomplishments. Results of parent surveys, analyzed for school improvement, are published. The most recent parent survey reflects a 90% satisfaction rate on all categories included.

Communication between parents and teachers occurs regularly, and parents are encouraged to take an active role in their child's education. The school website is regularly updated with achievement data and our Parent

Portal keeps parents apprised of student grades. Parent conference days are embedded into the school calendar to discuss student assessment results and academic progress. Regularly scheduled conferences, telephone calls, e-mails, and weekly communication folders help parents stay informed on academic performance and assessment data. Students' strengths are shared, and strategies to remediate weaknesses are communicated. Keeping stakeholders informed helps ensure our school's success.

3. Sharing Lessons Learned:

We believe fostering an atmosphere of excellence includes sharing our expertise with other educators, future educators, and the community. Our administration has presented at the state and national level. Our assistant principal gave a presentation on arts integration at the National Blue Ribbon Conference. She also coordinated professional development opportunities at the district level. Our other assistant principal has presented at several state Title I conferences on parental involvement and student achievement. The principal participates on the Principal's PLC and is a member of the Superintendent's Advisory Council.

Our teachers also strive to build capacity in other educators. A first grade teacher recently presented at a national conference, the Early Childhood Summit, where she gave information about utilizing document cameras in classroom instruction. Teachers in grades K-4 are consistently called upon to provide professional development district-wide. For example, teachers have presented on such topics as: informational text (1st and 2nd grade), using interactive notebooks (4th grade), and implementing Enhanced Balanced Literacy (K-2). Our 2nd and 4th grade Professional Learning Communities serve as a model for other PLCs in the district—teachers from other schools have come to videotape and observe our PLCs in action. Staff members have shared strategies and ideas with low performing schools in our district (e.g. 4th grade teacher working to help fourth grade teachers at a rural school with PASS writing) to help improve PASS scores. Other teachers have offered ELA district workshops on the components of the Literacy Model, used so successfully in our school. Several kindergarten, first, and second grade teachers have worked with district personnel to create a new K-2 report card. Teachers in grades K-4 participate in the district ELA and math PLCs that work to refine and revise the district curriculum units. A teacher from every grade level represents our school on ELA and math benchmark committees, working to develop district-wide benchmark assessments.

We believe in providing support for current and future educators. Our National Board certified teachers lead cohort groups supporting other teachers trying for this prestigious certification. Each year our teachers supervise practicum students and student teachers from the local universities. We work with the high school Teacher Cadet program to provide opportunities for potential education majors to experience working with elementary-aged children. Sharing knowledge and expertise is an expectation at Hanahan Elementary.

4. Engaging Families and Community:

A successful learning environment is enhanced by a reciprocal exchange of talents and resources with our community. We strive to communicate our school vision with all stakeholder groups. Connect Ed phone calls are used to contact parents with any important, urgent information and the Parent Portal provides immediate information about academic progress.

Parents are involved in decision-making through participation in SIC, PTA, parent surveys, family nights, and parenting programs. The PTA and SIC are comprised of parents, teachers, community representatives, and administrators working together for school goals. "Back to School" night, along with fall and spring Family Nights encourages parent participation with standards-based activities. Monthly newsletters, the school webpage, an HES Facebook page, and student communication folders ensure that we reach all parents. Individual teachers' websites keep parents informed about events, assignments, etc.

We have an "open door policy", encouraging parents to visit classes, eat meals, and engage with the students. "Doughnuts for Dads" and "Muffins for Moms" are two breakfast events for parents, while grandparents are celebrated each spring with a luncheon. Our dynamic volunteers assist teachers by reading to students, practicing math facts, and helping with clerical needs. Our volunteer-run Carnival and Silent

Auction involve the entire Hanahan community with local businesses donating time and goods.

Support from our guidance department includes Parenting University and Triple P Parenting, programs providing families with parenting tips and resources. “Motivated Young Men” and “Motivated Young Ladies” serve children with leadership qualities who lack support at home. Guest speakers and community leaders interact with these students, focusing on character development and leadership roles.

Our ESOL department provides support to our non-English speaking families. An ESOL night is held to disseminate important information to these families. In our Book Buddy Program, the parents meet with an ESOL teacher who instructs them on how to read to children in the home language and English. A bag of books, checked out weekly, is used by the parent for reading and interacting with the child. Our older ESOL students read aloud to their kindergarten counterparts.

Student leadership is encouraged by student council participation, involvement in the morning news broadcast (WHES), operating the school store, and serving as library and office helpers. A student council member is selected to be “Mayor for the Day” at our town council meeting each month. These programs help connect our school with the families we serve and the community around us.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

We believe in providing our students a multidisciplinary, engaging curriculum based on the South Carolina and Common Core standards and best practices. Attaining academic vocabulary, higher order thinking, and real world application of knowledge drives instruction in all content areas. Direct, explicit instruction ensures that standards-based content is disseminated appropriately. Differentiated instruction, using individual and small groups, is centered on research-based best practices and guarantees that the needs of all students are met. All professional development is tightly tied to CCSS and state standards, and is designed to provide meaningful support for our teachers.

Reading/ELA

Our district Enhanced Balanced Literacy model focuses on a 50/50 fictional and informational text ratio, aligned with CCSS. The Daily 5 and thematic units are utilized in grades K-2 to prepare a strong literacy foundation in our students. Our media specialist, a former classroom teacher, supports teachers with resources and instructional assistance. An integrated approach is used to incorporate literacy across content areas. AR is used to support instruction in reading comprehension, as well as to determine student reading goals. Jacob's Ladder, "Habits of the Mind", Junior Great Books, and literary novels are used in the GT classes to enrich instruction. Computer programs such as "Headsprout Early Reading" and Scholastic's "Zip Zoom" support struggling readers (identified from MAP and AIMSWeb scores) and ESOL students.

Math

Math instruction at HES is also data driven. The M2 and M3 math series are used in grades K-4 for basic math instruction. Students receive direct explicit instruction as well as manipulatives and games to further student learning. Teachers use additional spiral review through series such as Fan 5 and Common Core for Today. Technology provides academic support through computer-based instruction programs like Essential Skills, Think Central, BrainPOP, and "Successmaker". Using MAP data, students are given individualized Compass Learning assignments. Students needing extra support receive additional, skill-specific instruction in the Assist Lab.

Social Studies

The Social Studies curriculum is based on the five themes identified in state standards: government, history, economics, geography, and culture. Teachers use primary source documents, secondary source documents, historical fiction, and informational text to enrich the Social Studies curriculum. Interactive materials and activities extend and enhance student learning. Field trips that highlight the history-rich community in which we live are used to engage the children.

Science

Science is taught using a variety of strategies. A science textbook provides background content, while informational text used in ELA instruction is integrated into the science curriculum. PBL (Problem Based Learning) and inquiry are used to stimulate and enhance scientific thinking. The district provides DSM and FOSS kits with standards-based, hands-on activities. School visitors with science backgrounds and science-based field trips serve to augment the science instruction at HES.

Fine Arts

Students participate in fine arts classes which are based on the SC standards for Visual and Performing Arts. Two music teachers and two art teachers provide fine arts instruction for all students. The fine arts offerings at HES include chorus, STEP art, and visual arts instruction in painting, sculpting, and drawing. In addition to chorus, students are offered instruction in voice and instruments. A keyboard lab provides musical enrichment opportunities. Students regularly participate in art competitions where their award-winning entries are displayed.

PE/Health

Two certified teachers provide physical education/wellness classes, and strive to incorporate healthy living

routines in the lives of our students. The students participate in such activities as “Jump Rope for Heart” and an after-school running club. The running club currently includes fifty students and parents. Field Days are held for each grade level in the spring.

Technology

Integrating technology across content areas engages students and provides opportunities for differentiation. Smart Boards in all classrooms afford teachers a variety of teaching resources for every subject and provide opportunities for engaging, interactive lessons. Two fully-equipped computer labs ensure that all students become proficient in keyboarding and receive academic assistance when needed. A considerable quantity of computer-based instruction is available for teachers to use in their classrooms and in the computer labs.

In our quest for excellence, we provide an engaging standards-based curriculum, differentiation strategies, and solid instruction in order to nurture each student’s love of learning at Hanahan Elementary School.

2. Reading/English:

We believe that literacy is multi-faceted, and at HES we are committed to a strong instructional approach that fosters a high level of literacy for all students. Data is collected and analyzed, using a variety of reading measures, to tailor instruction. We use multiple data points to identify students performing above and below grade level, and we incorporate a balanced literacy approach that differentiates instruction to address specific instructional needs. Teachers use quality literature, small group instruction, direct explicit instruction, and reading across content areas to provide foundational reading skills for our students. The Accelerated Reader program is used in all grade levels to encourage students to read for mastery and to help teachers set individual reading goals for each student. School-wide reading celebrations provide incentives for students to achieve their individual goals. The teachers in our school utilize the Berkeley County School District English Language Arts Instructional Units. Each unit provides a Unit Planning Organizer, Pre- and Post-tests, and Performance Tasks. The unit design is based on the research found in Larry Ainsworth’s Rigorous Curriculum Design. Enhanced Balanced Literacy is used as a framework to assist teachers in planning and implementing best practices for literacy instruction. The components of this model include Interactive Read Alouds, Shared Reading, Reading Workshop, Writing Workshop, and Vocabulary Development. The five components of reading instruction, identified by the National Reading Panel (2000), are the foundation of the BCSD Literacy Framework. To enhance and increase mastery levels in reading, Junior Great Books and the Jacobs Ladder reading comprehension program are used in 2nd and 3rd grade. These two programs encourage higher level thinking and analytical reasoning in students. Our below level students receive additional support through differentiated instruction in their classrooms. Programs such as Compass Learning Odyssey, Success Maker, Headsprout, and Zip Zoom are computer-based instructional programs that support students at their individual reading level. Pull-out programs give extra support to ESOL and SPED students. Interventionists who are certified teachers provide assistance to at-risk students identified through testing. Data from the BCSD unit posttests directs instructional focus for a week of reteaching on specific standards from the unit.

The goal for Hanahan Elementary is to have students become successful independent readers and writers. Our MAP and PASS test scores reflect an improvement in reading achievement, highlighting the success of our programs.

3. Mathematics:

At Hanahan Elementary, we believe that children who are mathematically literate will become life-long problem solvers. We encourage students to think mathematically by teaching critical problem-solving, creative thinking skills, and mathematical concepts based on concrete models which progress to the abstract. Math instruction at our school is centered on standards-aligned Berkeley County School District Mathematics Instructional Units. The unit components include a Unit Planning Organizer, Pre- and Post-tests, and an “Engaging Learning Experience”. The unit design is based on the research found in Larry Ainsworth’s Rigorous Curriculum Design. Through mathematics instruction teachers strive to build a balance of conceptual understanding and procedural fluency. For each new topic area, instruction begins by

building understanding and progresses to emphasizing fluency. The findings of the “Adding It Up” report (2001) serve as a research basis for curriculum development and instructional strategies. Differentiated instruction is provided for those students working below and above grade level. Resources to support instruction include the district-adopted My Math curriculum, M² and M³ drop-in units, Everyday Math games, and a variety of manipulatives. The “Hands-On Equations” program, which introduces children to algebraic concepts, is utilized to enhance math instruction in the GT classes. The “Fantastic Five” math supplement, one grade level above, is also used in the third and fourth grade GT classrooms. To strengthen mastery of standards, students participate in Essential Skills, Compass Learning Odyssey, Success Maker, and Think Central computer-assisted activities.

“Touch Point Math” is used with the SPED students who require additional help with mathematical operations. The SPED teachers pre-teach CCSS math standards to their students before they receive instruction in their regular classrooms. Families are engaged during Family Math Nights where they are provided with strategies and activities to support math learning at home. Teachers meet to analyze common assessments and use that information to drive instruction, planning lessons that take students from concrete to abstract to ensure a solid conceptual foundation. Our instructional coach assists teachers in planning, analyzing student data, monitoring programs, and providing resources. Through differentiated curriculum, targeted intervention, and adaptive computer assistance, our teachers meet the individual academic needs of students.

The school goal is to develop mathematically proficient students who are equipped with the skills needed to be successful in the 21st Century. At Hanahan Elementary School, we recognize that mathematically literate and competent students are critical to our success.

4. Additional Curriculum Area:

We believe that providing rich science content and engaging students in collaborative, inquiry-based, hands-on investigations encourages students to construct their own understanding. All students participate in science, whether in regular education or special needs classes. Our science curriculum is based on SC state science standards and focuses on inquiry, life, earth, and physical science. Instruction is based on hands on exploration and investigation, using district supplied science kits, and supplemented with textbooks and teacher demonstrations. The science kits enable students to use the scientific method, cultivate higher order thinking skills, and gain the scientific process skills of observing, classifying, communicating, predicting, and inferring. The science process skills and the scientific method are emphasized in all science lessons. Our school provides students opportunities to relate science to real world experiences through field trips targeting science standards. Trips to Cypress Gardens, Bee City, the SC Aquarium, Charlestowne Landing, and Backyard Nature Scope allow our children to experience science outside the confines of the school. Invited guest speakers such as local weathermen and staff from the aquarium bring science enrichment to our campus.

Science is integrated into core subject areas whenever possible. Science literacy skills are incorporated using informational text from a variety of sources, and writing is reinforced through science notebooks. These notebooks provide students the opportunity to practice technical writing, record research, and make observations based on principles supported by National Science Teachers Association. Teachers analyze PASS science scores to determine areas of strength and weakness. This analysis drives instructional planning and assessment within our science curriculum. HES has shown substantial gains in science assessment scores due to a focus on standards-driven instruction, creation of grade-level common assessments, provision for interaction with science materials, and embedding science content into ELA instruction (reading and writing).

Students in several classes participate in Kids Who Care (KWC), an environmental competition for Berkeley County Schools. Participation in KWC enhances science instruction by incorporating daily environmental awareness into reading, writing, data collection, research, and other curriculum areas. All of these components bridge students’ transition from school-life to real-life, which is central to our mission of building productive citizens. Having a scientifically literate populace is critical in the 21st

century.

b) Our early childhood curriculum is based on the SC School Readiness Guidelines and the “Good Start Grow Smart” SC Early Learning Standards for 3, 4, and 5 year olds. Our instruction is aligned with the SC Kindergarten Academic Standards and includes developmentally appropriate practices (DAP) within social/emotional development, ELA/literacy, mathematics, physical education, and health. In our CDEPP classes, several curriculum models are used to provide a solid educational base for our students. Creative Curriculum, based on child development theory, is a practical approach on how to organize the environment to support children's social development and active learning. It emphasizes establishing a partnership with parents and offers practical ideas for explaining the curriculum to parents.

Opening the World of Learning (OWL) is used to provide the literacy and language program for preschool students. This research-based comprehensive program builds background knowledge and vocabulary with content-rich units planned around children’s literature. Through music and movement activities, children develop letter knowledge and phonological awareness. Activities are built into the daily schedule to foster social and self-regulation skills needed for later school success.

Exploration and discovery are at the heart of the math curriculum, We Discover Math. This curriculum features activities and literature as contexts for mathematics, helping students make connections to their own world. It is a research-based, hands-on integrated Pre-K mathematics curriculum based on the NCTM Principles and Standards for School Mathematics, the NCTM Curriculum Focal Points for Pre-K, and the recommendations of NAEYC. Math manipulatives are used consistently and purposefully and play a critical role in the development of concepts and skills. The pacing of math activities is reliant upon consistent and on-going student assessment. Cross-curricular connections, such as motor skills and social/emotional development, are embedded in activities. Additionally, students interact with various forms of media, fine arts, and technology.

For data collection we use the DIAL 3, given before school begins in the fall and again in May. A Parent Questionnaire accompanies the first testing. The test is scored with results going to the district and state department.

During the school year a Work Sampling Checklist, Summary Report, and Portfolio on each student is completed three times (after 60 days, 120 days, and 180 days). These portfolios are “Mathematical Thinking”, “Language and Literacy” and “Individual Items”. Assessment results are shared with parents during conferences. Data for the Summary Report, online checklist, and Portfolios includes photos, anecdotal records, and a skills check-off sheet. The Summary Report is sent home to parents, but the Work Sampling Checklist (done online) is not shared with parents.

5. Instructional Methods:

We believe in providing the highest quality instruction for our students, centering instruction on strong, data-driven curricula which is standards based (both SC state standards and CCSS). Teachers respond to assessment data and specific student learning styles by modifying instructional strategies and designing differentiated instruction that actively engages a diverse population of learners.

Our instructional coach works with teachers to produce rigorous lessons that challenge all students. The SPED teachers modify instruction based on assessment results and individual student IEPs. An ESOL instructor collaborates with classroom teachers to develop standards-based instruction and support to meet the needs of our ESOL population.

Our teachers use current research and knowledge of students to plan interdisciplinary instruction. HES employs an integrated approach to teaching which combines explicit direct instruction, problem based learning, cooperative learning, and small group instruction based on data. Technology infusion within our school provides additional enhancement to lessons through the use of SMART boards, document cameras, iPads, etc.

Instructional units are developed and provided by the district, while classroom curriculum and pacing are based on CCSS. Teachers analyze posttest scores from units and plan a week-long ERI (Enrichment Remediation Intervention), focusing on specific standards. Our GT population is offered additional curriculum designed specifically to meet their unique needs (Jacobs Ladder, William and Mary instructional units, Paul's Wheel of Reasoning, etc.) The Compass Learning, "Headsprout", and "Zip Zoom" computer programs offers individual assignments for students based on MAP scores and other assessments. Data from Accelerated Reader (AR) and STAR reading are used to set individual reading goals.

Our school provides pull out programs to serve our ESOL, SPED, and struggling readers. SPED teachers pre-teach lessons, using the Common Core State Standards, before regular classroom instruction occurs. This aids the SPED students in achieving mastery of the standard. Touch Point Math and SRA give our SPED students additional support in reading and math. Computer based remediation instruction for both math and reading is delivered by the ASSIST program. Language for Learning is used with ESOL students in a small group setting to strengthen their language skills.

Our school uses an MTSS Problem Solving Committee (a psychologist, a SPED teacher, a grade level teacher, and an administrator), which meets with teachers to give intervention ideas for struggling students.

Hanahan Elementary strives to meet the needs of all our students, supporting and encouraging them to reach their highest potential.

6. Professional Development:

Hanahan Elementary School's professional development approach assumes that constant, ongoing learning for teachers and administrators is of utmost importance in building capacity. HES teachers engage in professional development by creating professional growth goals which align to their Goals Based Evaluation Plans, as well as respond to data analyses. Teachers provide PD presentations at each faculty meeting, largely determined by GBE goals and PLC needs. Topics such as classroom management, working with special needs students, using peer assistance, technology, best practices, and CCSS are emphasized at these presentations. To build upon the strengths of each teacher, opportunities are made available for teachers to participate in classroom observations and teacher-led workshops. The administrative team supports teachers by staying current in instructional practices through professional readings and participation in district workshops. Administration and faculty conduct regular book studies and follow professional twitter feeds for current best practices. Faculty book studies (Marzano's Classroom Instruction that Works) have zeroed in on best practices for teachers and strategies for improving literacy (Essential 55, The Daily 5: Fostering Literacy Independence in the Elementary Grades). Mandatory training on child sexual abuse, "Darkness to Light", has equipped the faculty to deal with potential abuse issues. The administration conducts regular presentations, based on The Ten Minute Inservice, highlighting a variety of topics (classroom management, improving school climate, etc.) The instructional coach receives direction and training from district personnel. She in turn provides staff development which assures school improvement with observation opportunities, model lessons of targeted and rigorous instruction, and instructional support. Currently our teachers are working to implement ELA and Math Units, which have been specifically written with the Common Core Standards in mind, while maintaining the quality and expectations of instruction. Teachers have received training in the implementation of BCSD units, such as using performance tasks, pre-tests, and posttests effectively. Assessment training instructs teachers on how to create assessments that are rigorous and targeted to standards. Item analysis training has assisted PLCs in analyzing assessment data for use in differentiating instruction. Teachers videotape themselves and reflect on their teaching.

Our approach to professional development has been redefined by the creation of Professional Learning Communities (PLCs) and Vertical Teams at our school. The specific needs of these groups have led to PD opportunities geared to support data-driven instruction. Professional development at Hanahan is planned to respond to specific needs of the faculty and the students we serve.

7. School Leadership

The leadership philosophy at Hanahan Elementary School is empowering others, and that we are all stakeholders in the success of our students. The commitment to student achievement is the cornerstone of all decisions made by every member of the Hanahan team. Our principal of twenty years hires faculty with strong leadership qualities and identified areas of expertise. These qualities lay the foundation for a strong commitment to excellence and a dedication to supporting every student's needs.

Teacher leadership is promoted and encouraged through a variety of ways. Teacher leaders serve on committees which address specific school interests. Every teacher serves on at least one school committee and actively participates in PLCs and Vertical Teams. The Leadership Team tackles specific, current issues within the school. Members of the Multiple-Tier Support System (MTSS) Problem Solving Team meet regularly to share research-based strategies to assist teachers as they work with specific, unique student needs. Members of the School Climate Team focus on creating and supporting strong relationships between parent and community stakeholders, which in turn reinforces the overall school vision of student success. The Technology Team invests in technology for the school and researches educational best practices in technology. The PTA board and School Improvement Council work with parents to make decisions for the school. Professional Learning Communities are well-established groups of teachers who analyze data and conduct assessment item analysis to determine students' strengths, areas of concern, and test question validity. Members support one another through the sharing of techniques, activities, and ideas. Commitment to student achievement is the driving force behind all decisions at Hanahan Elementary. The principal has confidence that the decisions made by each team will focus on student achievement. The leadership philosophy extends beyond committees and into the classroom. Through the leadership of the administrative team, teachers are supported and encouraged. A strong trust has developed between the administrative staff and teachers. The teachers and administrators, working closely together as a team, use assessment data to propel instructional planning and drive instruction.

Students are also encouraged to take on leadership roles through participation in school activities such as Student Council, WHES news crew, and clerical assistance (library and office).

The strength of Hanahan Elementary lies in its leadership. We foster leadership at every level—principal, administrative staff, teachers, and students. All stakeholders work together to ensure the highest levels of student involvement and achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards (PASS)

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: SC 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	85	84	86	88	76
%Exemplary	63	49	53	58	40
Number of students tested	188	178	209	170	206
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	0	0	2
% of students tested with alternative assessment	2	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
%Met plus %Exemplary	74	78	78	81	65
%Exemplary	46	39	43	41	25
Number of students tested	93	96	96	88	89
2. Students receiving Special Education					
%Met plus %Exemplary	50	44	48	50	52
%Exemplary	27	8	20	18	22
Number of students tested	22	25	25	22	23
3. English Language Learner Students					
%Met plus %Exemplary	82	83	83	100	46
%Exemplary	59	30	40	50	18
Number of students tested	27	23	30	18	11
4. Hispanic or Latino Students					
%Met plus %Exemplary	78	80	80	94	50
%Exemplary	57	30	28	38	20
Number of students tested	23	20	25	16	10
5. African- American Students					
%Met plus %Exemplary	73	73	69	65	54
%Exemplary	43	27	36	27	14
Number of students tested	30	33	36	34	50
6. Asian Students					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					

7. American Indian or Alaska Native Students					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
9. White Students					
%Met plus %Exemplary	89	86	90	93	85
%Exemplary	70	59	59	68	50
Number of students tested	114	109	134	107	135
10. Two or More Races identified Students					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
11. Other 1: Other 1					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
12. Other 2: Other 2					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
13. Other 3: Other 3					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					

NOTES: The alternative assessment (as given in 2013, 2012, and 2009) is provided to Special Education students for whom the PASS test is considered inappropriate. Students given the alternative assessment have low adaptive skills as well as low IQ. The alternative assessment includes items based on the extended state standards, which are simplified but designed to coincide with grade level standards. The alternative assessment is administered individually and orally, and gives students visual pictures as answer choices rather than words. In 2013, 3 out of 188 students were alternatively assessed; in 2012, 1 out of 178 students, and in 2009, 2 out of 206 students were alternatively assessed.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Palmetto Assessment of State Standards

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: SC 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	88	90	87	87	86
%Exemplary	50	51	53	44	45
Number of students tested	184	211	185	214	179
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
%Met Plus %Exemplary	82	84	80	79	76
%Exemplary	41	40	33	31	28
Number of students tested	98	102	95	99	75
2. Students receiving Special Education					
%Met Plus %Exemplary	50	53	59	48	52
%Exemplary	5	12	23	28	24
Number of students tested	22	17	22	25	25
3. English Language Learner Students					
%Met Plus %Exemplary	84	82	95	73	60
%Exemplary	32	43	50	33	33
Number of students tested	25	28	20	15	15
4. Hispanic or Latino Students					
%Met Plus %Exemplary	77	83	90	69	60
%Exemplary	36	29	37	25	20
Number of students tested	22	24	19	16	15
5. African- American Students					
%Met Plus %Exemplary	80	86	68	81	83
%Exemplary	37	47	29	10	17
Number of students tested	30	36	31	48	29
6. Asian Students					
%Met Plus %Exemplary					
%Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
%Met Plus %Exemplary					

% Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
9. White Students					
% Met Plus % Exemplary	90	91	91	91	90
% Exemplary	57	54	60	55	53
Number of students tested	112	138	116	139	130
10. Two or More Races identified Students					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: The alternative assessment (as given in 2010) is provided to Special Education students for whom the PASS test is considered inappropriate. Students given the alternative assessment have low adaptive skills as well as low IQ. The alternative assessment includes items based on the extended state standards, which are simplified but designed to coincide with grade level standards. The alternative assessment is administered individually and orally, and gives students visual pictures as answer choices rather than words. In 2010, 1 out of 214 students was alternatively assessed.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Palmetto Assessment of State Standards (PASS)

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: SC 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	92	91	92	91	90
% Exemplary	71	64	67	69	57
Number of students tested	188	178	209	170	206
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	0	0	2
% of students tested with alternative assessment	2	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Plus % Exemplary	86	88	89	88	84
% Exemplary	55	49	58	58	43
Number of students tested	93	96	96	88	89
2. Students receiving Special Education					
% Met Plus % Exemplary	68	68	68	50	61
% Exemplary	23	16	24	23	26
Number of students tested	22	25	25	22	23
3. English Language Learner Students					
% Met Plus % Exemplary	78	74	83	94	82
% Exemplary	56	39	57	67	46
Number of students tested	27	23	30	18	11
4. Hispanic or Latino Students					
% Met Plus % Exemplary	74	70	80	94	70
% Exemplary	57	35	48	75	40
Number of students tested	23	20	25	16	10
5. African- American Students					
% Met Plus % Exemplary	90	85	92	82	82
% Exemplary	60	39	56	53	38
Number of students tested	30	33	36	34	50
6. Asian Students					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Plus % Exemplary					

% Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
9. White Students					
% Met Plus % Exemplary	96	96	93	93	95
% Exemplary	78	74	72	73	67
Number of students tested	114	109	134	107	135
10. Two or More Races identified Students					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met Plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: The alternative assessment (as given in 2013, 2012, and 2009) is provided to Special Education students for whom the PASS test is considered inappropriate. Students given the alternative assessment have low adaptive skills as well as low IQ. The alternative assessment includes items based on the extended state standards, which are simplified but designed to coincide with grade level standards. The alternative assessment is administered individually and orally, and gives students visual pictures as answer choices rather than words. In 2013, 3 out of 188 students were alternatively assessed; in 2012, 1 out of 178 students, and in 2009, 2 out of 206 students were alternatively assessed.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Palmetto Assessment of State Standards (PASS)

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: SC 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	90	92	90	91	87
%Exemplary	52	59	54	52	54
Number of students tested	184	211	185	214	178
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
%Met plus %Exemplary	86	91	85	87	80
%Exemplary	44	47	37	38	34
Number of students tested	98	102	95	99	74
2. Students receiving Special Education					
%Met plus %Exemplary	50	53	59	60	46
%Exemplary	5	6	5	28	8
Number of students tested	22	17	22	25	24
3. English Language Learner Students					
%Met plus %Exemplary	88	86	85	80	53
%Exemplary	44	46	45	33	33
Number of students tested	25	28	20	15	15
4. Hispanic or Latino Students					
%Met plus %Exemplary	82	88	90	75	53
%Exemplary	41	42	42	31	33
Number of students tested	22	24	19	16	15
5. African- American Students					
%Met plus %Exemplary	87	94	77	88	83
%Exemplary	37	53	36	25	35
Number of students tested	30	36	31	48	29
6. Asian Students					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
%Met plus %Exemplary					

% Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
9. White Students					
% Met plus % Exemplary	91	92	93	94	92
% Exemplary	57	64	59	62	62
Number of students tested	112	138	116	139	129
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: The alternative assessment (as given in 2010) is provided to Special Education students for whom the PASS test is considered inappropriate. Students given the alternative assessment have low adaptive skills as well as low IQ. The alternative assessment includes items based on the extended state standards, which are simplified but designed to coincide with grade level standards. The alternative assessment is administered individually and orally, and gives students visual pictures as answer choices rather than words.