



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 28 Elementary schools  
 (per district designation) 9 Middle/Junior high schools  
7 High schools  
0 K-12 schools  
44 Total schools in district
2. District per-pupil expenditure: 1630

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	19	23	42		<b>6</b>	0	0	0
K	11	12	23		<b>7</b>	0	0	0
1	9	11	20		<b>8</b>	0	0	0
2	9	7	16		<b>9</b>	0	0	0
3	11	10	21		<b>10</b>	0	0	0
4	19	12	31		<b>11</b>	0	0	0
5	7	6	13		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								166

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

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2009	234
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 97%  
 Total number of students who qualify: 161

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 26%  
 Total number of students served: 43

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>14</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>35</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 13:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	96%	96%	98%
Daily teacher attendance	94%	95%	95%	96%	96%
Teacher turnover rate	4%	4%	3%	3%	3%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

Nestled within a historic, rural community, Gadsden Elementary (Gadsden) is geographically located in the Southern region of Richland County, South Carolina and is part of Richland County School District One. Since 1954, generations of students have matriculated from Gadsden Elementary distinguished as one of the South Carolina Department of Education's Palmetto Gold and Silver Award winning schools. Additionally, Gadsden was named South Carolina's 2010-2011 Distinguished Title I School of Excellence, as well as, a National Distinguished Title I School of Excellence. Gadsden Elementary students, faculty/staff, parents and community relish these honors due to the school's former "School Improvement" status instituted by the South Carolina Department of Education based on low standardized test scores, poor academic student performance, and myriad other performance issues. Through strong administrative leadership, commitment to effective educational practices, community-based stakeholder involvement, and the creation of a student-centered culture, Gadsden Elementary has transitioned from school improvement to reverence as one of South Carolina's high performing schools.

Gadsden Elementary currently serves 166 students through the Montessori Program (ages 3 through 5) and grades Pre-K through 5. There are 45 members of the faculty/staff. The free/reduced priced lunch rate is 97%. Gadsden Elementary school's mission, to "Prepare students to become confident, competent, lifelong learners and responsible citizens by providing a safe, supportive learning environment rich in innovative education experiences," underscores the district's overarching mission to, "Prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education." Gadsden's school mantra, "A Place of Great Expectations," emphasizes the school's sincere commitment to high expectations and the faculty's collective resolve to dismiss and reject failure as an option. Through continuous data analysis, routine classroom monitoring of instructional frameworks, quality curriculum delivery, the Success Maker Lab to individualize mathematics and reading instruction, student conferencing regarding Measures of Academic Progress (MAP) and other standardized assessment goals, recognition/incentive programs and activities for academic achievement, and implementation of the laptop home lending program, students receive critical interventions to enhance their learning. Other initiatives include the Extended Day Comprehensive Remediation Program (CRP) that provides differentiated instruction to further build students' content level mastery, knowledge and literacy skills through tutorial and remediation efforts beyond the regular school day.

Gadsden's community serves as a vital pillar of support providing priceless human, technical and financial resources for the school. School business partners contribute monetarily through contributions, grants, donations, and by providing field experiences and educational excursions to a host of venues. By partnering with local entities such as the Congaree National Park, McEntire Joint National Guard Base, South Carolina Electric & Gas (SCE&G), and the Solomon Law Group, our students are afforded hands-on opportunities to explore science and nature in their undisturbed habitats, experience actual and simulated aviation and aeronautic activities, and experience ballet and other performing arts.

Daily, students are challenged with the "Blue Jay (Our Mascot) Creed":  
"I am a Gadsden Bluejay and I have great expectations. I expect to achieve! I expect to succeed!  
Therefore, I will achieve, and I will succeed because these are my expectations!"

The daily recitation of this creed, is a testament to Gadsden's focus on raising expectations, school pride, and academic achievement; creating a student-centered environment; establishing community-based partnerships; and creating a culture of student and teacher accountability where failure is not an option.

## 1. Assessment Results:

Since the federal mandate of 2001 stipulating that all students perform proficiently by 2014, schools have been held to increasing levels of accountability standards. Annually, schools are required to demonstrate Adequate Yearly Progress (AYP) to show that their students are making strides toward meeting their state's academic content standards.

South Carolina's new state assessment, the Palmetto Assessment of State Standards (PASS) was approved by the State Legislature in June 2008 and is aligned to the state academic standards. The PASS test replaced the former Palmetto Achievement Challenge Test (PACT) beginning with the 2008-2009 school year. The PASS includes tests in writing, English Language Arts (ELA), mathematics, science and social studies. The new assessment was developed for students grades three through eight and test results are used for the school and district's accountability purposes. For each PASS administration, three overall performance levels are reported: "Exemplary" – The students demonstrated exemplary performance in meeting the grade level standard; "Met" – The student met the grade level standard; and "Not Met" – The student did not meet the grade level standard. More information about PASS can be found at: <http://www.ed.sc.gov/agency/Accountability/Assessment/PASS.html>.

A review of Gadsden Elementary School's performance over the last five years reveals that the school has made tremendous gains in both ELA and mathematics as evident in students' progress and advancement from Not Met/Below Basic to Met/Proficient performance criteria levels, and even progress and advancement into the highest levels of performance, Exemplary/Advanced. As a Title I school, Gadsden Elementary school's student population is majority African American with 97% of students qualifying for free/reduced lunch. These two populations comprise our largest subgroups within the school. Gadsden Elementary School's continued success in meeting AYP will depend on the extent to which we continue to reach and move these students academically. Data analysis demonstrates our ability and success in closing the achievement gap between students of color and students of poverty through prescriptive and targeted interventions and strategies.

Our state accountability manual sets forth an annual performance objective for both ELA and Math that must be met by all subgroups (grades 3rd – 8th) in order to make AYP. Every three years, the performance objective increases until it finally reaches an end goal of 100%, (as mandated by NCLB) of students reaching proficiency on our state assessment. In light of this "moving target", Gadsden Elementary has successfully met, and in many instances, exceeded South Carolina's AYP performance levels (South Carolina AYP Performance Objectives for Elementary and Middle Schools: 2004-2007 Math 36.7%, ELA 38.2%; 2007-2010 Math 57.8%, ELA 58.5%; 2010 – 2013 Math 79%, ELA 79.4; 2014 Math – 100%, ELA – 100%).

An analysis of our performance data reveals that since the 2005-2006 school year neither of Gadsden Elementary school's two major subgroups has performed at less than 65% proficiency in math/ELA. Even during the 2005-2006 school year when 3rd grade proficiency for mathematics was 58% , it is worth noting that this proficiency rating was several years ahead of schedule. While Gadsden's test scores over the last five years have steadily increased, a significant drop occurred during the 2009-2010 school year within 4th grade ELA/reading test scores. A longitudinal look at the data reveals that the same group of students scored significantly higher in the same content area the previous school year (i.e., 83% met state standards during the 2008-2009 school years, as opposed to 60% during the 2009-2010 school year). Further analysis of this data shows that three more students were tested in 2009-2010 than in the 2008-2009 school year. These three students accounted for the decrease in performance in our 4th grade performance data; this data in turn caused a decrease in the overall school performance from the 2008-2009 school year to the 2009-2010 school (93% met state standards during the 2008 -2009 school year, as opposed to 86% meeting standards during the 2009-2010 school year). Our small population is greatly

influenced by fluctuations in enrollments, transfers and withdrawals. As such, efforts are currently being instituted to ensure on-going student monitoring, and to provide new students to the school intense orientation and technical support to strengthen their performance of normative and criterion-based assessments.

In an effort to further utilize data as a key progress monitoring strategy, we note that all students (Grades 3-5) have been classified via our data wall, according to their previous PASS performance levels, as well as, the current year's Measure of Academic Progress (MAP) test performance level and growth between each testing period. Based upon this information, students receive immediate intervention based on their skill deficiencies in math and reading. By carefully analyzing the data and putting into place key strategies designed to address student skill deficiencies, it is our hope that we will ensure that our academic performance is maintained or increased for all Gadsden Elementary students.

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

As a part of the District's Strategic Plan, the Plan Do Check Act (PDCA) Model is used as a system for continuous improvement. At Gadsden Elementary, we "Plan" for success, implement our strategy in the "Do" cycle of the plan, continuously "Check" the data and "Act" upon what the data reveals. Teachers utilize both formative and summative data to gather information about students' needs. At Gadsden Elementary, formative data is utilized more for the individual teacher in the classroom to guide day-to-day instruction while summative data is utilized to inform our need for professional development and is then shared with the entire school and stakeholders.

Additionally, Gadsden Elementary utilizes data walls to share our school-wide data regarding MAP, Success Maker, Benchmark & PASS. Data walls and displays publicize aggregated student progress for each of these assessments and can be viewed by all school visitors. Our conference room features a data wall for only faculty and staff to share disaggregated student performance outcomes. This data wall features all students, 2nd through 5th grade. Each student is represented by his/her own magnetic business card featuring his/her picture. Every student has two cards— one for math and one for ELA. Each grade level is color coded: 2nd – orange; 3rd – pink; 4th – yellow; and 5th – green. Each card contains the student's PASS performance level for ELA/math as appropriate (i.e., Exemplary, Met, Not Met – and is notated by a colored star: Gold = "Exemplary", Silver = "Met", and a Red Circle = "Not Met"). The data wall also includes MAP levels for Fall, Winter and Spring – as data becomes available; and students' Lexile scores. The magnetic cards are posted on a white board in our conference room and ELA and math cards are separated. Students' cards are arranged by their MAP RIT band. Faculty members are able to maneuver the cards according to whatever data they desire to analyze. For example, if a teacher desires to see all 3rd grade students that scored "Not Met" on ELA the previous school year, she can simply move the cards. This particular data wall allows all staff members to put a face with the student when working with the data thereby making the students and numbers real and relevant. This transparency furthers allows teachers to manipulate data in a variety of ways and assists with differentiation of student groups for instruction. At a glance, the data wall shows those students that are in immediate need of intervention, as well as helps us to plan for celebrations for students as they demonstrate growth.

## **3. Communicating Assessment Results:**

South Carolina's standardized test, the PASS, prepares detailed reports for parents/guardians of each students' performance on the test. The report explains each student's performance level on each content area, as well as what it means for a child to score within a certain performance level. In addition to this report, Gadsden Elementary sends home letters to parents/guardians further explaining their child (ren)'s individual scores, as well as the school's performance as a whole. The purpose of the letter to parents/guardians is to provide them with a better understanding of their child's performance and also to provide parents with information on the school and how the school has performed. The district analyzes PASS data in a number of different ways, as does the South Carolina School Report Card. Consequently, the administration is able to share with parents/guardians and the larger community how Gadsden is performing in comparison to the district and how Gadsden Elementary compares to schools with

populations similar to ours. Each year at our first Open House of the school year, PASS data results are shared again with parents/guardians and other stakeholders. During this time, parents/guardians have the opportunity to ask questions and the administration has the opportunity to share the school's challenges as well as areas of strength as they relate to teaching, learning and overall student performance. Gadsden Elementary is fortunate to have a Parent Educator on staff. Our Parent Educator is available to further assist parents/guardians who may have trouble interpreting the data, as well as to provide additional resources and support to parents/guardians of those students who are not meeting state standards. Gadsden Elementary also communicates student performance to our students. Student conferences regarding MAP test goals, as well as PASS goals, are held between teachers and students, as well as between each student and principal and/or guidance counselor. Students are made aware of their previous test scores, as well as their expected performance level for the ensuing test. Indeed, the expectations are high, and students are aware that there is always the expectation for improved performance.

Our school's academic performance is also presented at our beginning of the year Parent Teacher Organization (PTO) and School Improvement Council meeting. Our results are proudly displayed immediately upon entering the building on a bulletin board display. Our marquee further communicates outstanding student accomplishments as it relates to the data and otherwise. Framed banners in the school foyer and gymnasium/multipurpose room also communicate to our students, faculty/staff, stakeholders and visitors our academic accomplishments as they relate to assessment data. Finally, parent conferences, quarterly interim reports and report cards are all issued in accordance with district published dates. Parents also have the opportunity to visit the school during our quarterly honors assembly. Each of these communications works together to keep our parents/guardians and all other stakeholders informed of individual student performance, as well as the performance of the school.

#### **4. Sharing Lessons Learned:**

In a time when most schools are trying to "close the achievement" between African American students and their white counterparts, or between students living in poverty and their more affluent counterparts, Gadsden Elementary has not experienced such achievement gaps. The student population at Gadsden Elementary consists predominately of the very population of students that constitutes the normative achievement gap groups (i.e., Minorities and Students with Low Social Economic Status). As a result of Gadsden Elementary school's gains in student test scores with these two subgroups, Gadsden Elementary has been invited to present at conferences regarding closing the achievement gap to share strategies used to propel at-risk students to success. Similarly, our teachers have been called upon to conduct workshops and training at other schools in the district, as well as for the entire district through professional development opportunities. Gadsden is always eager to open our doors to visiting schools that desire to come and learn more about our school and the strategies within. Therefore, we are often host to visiting schools from throughout the state of South Carolina seeking to replicate our best practices. Most recently, the administration along with faculty/staff members shared our strategies for success at the South Carolina Department of Education's "Best Practices" conference in Charleston, South Carolina, July 2010 and the October, 2010 South Carolina Title I Conference in Myrtle Beach, South Carolina.

Gadsden Elementary school's instructional leadership team is always eager to learn from schools that are experiencing success in areas that we feel are our challenges, as well as learning new ways to create more meaningful learning experiences for all of our students. To this end, the administration and faculty are always eager to visit other schools in an effort to learn from our colleagues by studying their successful practices and engaging in the exchange of ideas.

## 1. Curriculum:

Gadsden Elementary provides curriculum delivery in the following core content areas: ELA, math, science, and social studies. The following related academics areas are also taught: physical education, art, music, strings/orchestra, and Spanish. All curricula are taught in accordance with the South Carolina Department of Education's defined curriculum standards and support documents. To ensure academic rigor, student engagement, and equitable instruction Gadsden further utilizes our district's curriculum frameworks and pacing guides.

The South Carolina Department of Education's Curriculum Standards are benchmarks for student learning within each content area and set the stage for requisite knowledge and skills for students at their particular grade-level. The South Carolina Curriculum Standards are aligned with national standards and are based on Bloom's Taxonomy and therefore contain the appropriate level of rigor as they utilize higher order thinking verbs. Moreover, the curriculum standards are the basis by which our state standardized test, the PASS, was developed. In providing content for our learners, Gadsden utilizes two different models. For the lower grades, Pre - K through 2nd, we utilize the self-contained model in which students are taught all core content subjects by one teacher and transition out of the class for related academics. For our upper grades, 3rd through 5th, students are taught using the departmentalization model. Teachers, in grades 3 through 5, teach social studies and math, or ELA and health. Science for grades 3 through 5 is taught in the science lab by our science teacher, and students transition out of the class for related academics. The use of this model allows our teachers in grades 3 through 5, to concentrate their efforts on a smaller number of curriculum standards and thereby hone their skills within the content areas that they are assigned. For our students, the use of the departmentalization model in the upper grades provides greater preparation for life beyond the elementary years as this is the model used in both middle and high school. It also allows students to delve deeper into specialized areas of instruction like science and social studies. This structure further develops students' interests, builds on their background knowledge, and offers the opportunity to receive instruction in a smaller class environment with a teacher possessing a specialized knowledge base.

Curriculum delivery is further individualized for students based on their academic needs. Special education classes are offered in our learning disabled resource classroom, as well as a special education classroom for Preschool students with disabilities (PCD). For students in the upper grades, 3 through 5, that have shown exceptional academic skills, Advanced Academic Placement (AAP) classes are available, to identified students, in the content areas of ELA and/or Mathematics. Students in the AAP program receive all other instruction through the general education program offerings. In all classrooms at Gadsden, teachers teach to the individual students. Differentiated instruction is utilized to ensure that all students' academic needs are being met. Teachers can often be seen utilizing small group instruction and one-on-one instruction, as well as computer-assisted software designed to adapt to individual students' needs. Leveled text and extended time are also used to differentiate instruction.

Richland School District One has identified literacy and numeracy as two of its key initiatives. To this end, Gadsden and the district as a whole utilize the Balanced Literacy approach in the teaching of ELA. This includes shared and guided reading, writing, word study, independent reading and read alouds. Writing within the Balanced Literacy approach is further enhanced by the Empowering Writers program for students in 2nd through 5th grade. ELA for grades 2 through 5 is taught in 120-minute blocks. In our lower level classes, Pre K- 2nd grade, great emphasis is placed on ensuring that students are reading at-grade level by the end of 2nd grade. To facilitate students' literacy development, in addition to teacher-guided instruction on basic literacy skills, students in grades Pre K and Kindergarten use the district-approved software program Breakthrough to Literacy to aid in letter identification, phonemic awareness, word study, reading fluency, and reading comprehension. Our school's Reading Teacher, also trained in the Reading Recovery Model, works with students in grades 1 through 5 individually, and in small groups to provided support for struggling readers.

The mathematics curriculum at Gadsden utilizes standards-based teaching and the district's curriculum framework, which is based on Madeline Hunter's Elements of Effective Instruction. The framework contains four phases (Focus, Engage, Explore, Reflect & Assess), with each phase progressively "hooking" and employing the student and seeking to make the learning of mathematics meaningful and purposeful. For all grade-levels, the use of manipulatives and Calendar Math to aid in automaticity of skill development is encouraged.

Using the South Carolina Curriculum Standards, science and social studies at Gadsden are centered around the district's instructional delivery framework. Both frameworks seek to ensure that students are active participants in the learning process. The science framework is centered around the Five E's: Engage – Captures the students' attention; Explore – Students are provided time to learn and investigate scientific phenomena; Explain – students utilize information gathered from their investigation and together with the teacher, seek to explain the science therein; Extend – students have the opportunity to extend the lesson and apply to real world phenomena; and finally, Evaluate – the teacher provides closure to the lesson and checks for understanding. Gadsden's social studies curriculum delivery is standards-based and uses the District's curriculum delivery framework for social studies, which divides the instructional time into 4 phases: Prior Knowledge; Guided Lesson Content; Application of Content Skills; and Reflection. Active engagement of students is required at each phase.

The physical education program at Gadsden, similar to the other content areas, utilizes the South Carolina Curriculum Standards which are adapted from the national physical education standards. South Carolina's physical education standards are centered around six core areas: 1) competence in motor skills and movement patterns needed to perform a variety of physical activities; 2) understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performing of physical activities; 3) participate regularly in physical activity; 4) achieve and maintain a health-enhancing level of physical activity; 5) exhibit responsible personal and social behavior that respects self and others in physical-activity settings; and 6) demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and social interaction. The State of South Carolina further mandates that students grades K-5 receive 150 minutes of physical education and physical activity weekly; 90 minutes of physical education and 60 minutes of physical activity respectively. All students at Gadsden, to include the students in our Montessori program, PCD and Pre-K classrooms, receive physical education. Students grades K-5 received the state-mandated 90 minutes of physical education and in some instances may receive additional time in physical education based upon their related academics schedule. The additional 60 minutes of physical activity are logged by the homeroom teacher and include recess and any additional physical activity, as provided/noted by the homeroom teacher. This activity is logged into South Carolina's Fitness Gram computer software program which is provided to every school in the state. To further ensure that the curriculum standards are being met, Gadsden follows the district's pacing guide for physical education and utilizes the district's common assessments to determine mastery of the standards. At the end of the school year, parents/guardians of all 5th grade students, as mandated by the state of South Carolina, receive Fitness Gram reports notating their child's level of physical education and physical activity. This report recommends options for assisting the child to optimal physical health.

The visual and performing arts program at Gadsden is centered around the district's overarching mission for the arts: "{the belief} that the arts allow us to celebrate and preserve our cultural heritages and explore the realms of expression, imagination and creativity resulting in new knowledge." Gadsden offers visual art, chorus and orchestra/strings as a part of the related academics program for the visual and performing arts. All visual and performing arts classes are taught using the South Carolina Curriculum standards which are also aligned to national visual and performing arts standards.

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

Our school district's commitment to literacy is revealed in the placement of a Reading Teacher at every school. At Gadsden Elementary, our Reading Teacher is trained in the Reading Recovery Model, a one-on-one instructional intervention for first-time first graders who have difficulties learning to read. Struggling students receive one-on-on instruction in reading and writing 30 minutes each day for

approximately 12 to 20 weeks. The individualized instruction encourages comprehension and problem solving with print so that decoding is purposeful and students read fluently. Beyond working with only 1st grade students, our reading teacher also works with students in grades 2 through 5, as test scores, skill deficiencies, and teacher recommendations dictate. During the school year, the reading teacher provides professional development on analyzing Dominie Test (reading test administered to grades K-2) scores and using the data to create differentiated learning groups.

Gadsden Elementary adheres to the district's Balanced Literacy approach in the teaching of ELA. With this approach, reading and writing are seamlessly woven together so students can understand their interconnectedness. Teachers utilize a mentor text as a read aloud. Students then reread the text with a writer's lens to see how the author perfected their craft. Students publish their writing in the hallways, school anthology and website. To address writing deficiencies, teachers utilize Empowering Writers strategies to hone skills including writing leads, incorporating word referents and adding imagery. Students learn about testing as a genre, and Bluejay verbs are emphasized to recognize the higher-order questioning verbs often utilized on standardized tests. Gadsden promotes literacy with its "Books & Breakfast", reading updates, and signs posted outside every teacher/staff member's door advertising their current readings. Parents can use Bookflix; an interactive reading software, to access reading texts and help their children build reading fluency while at home.

Through the use of data obtained from the District Common Assessments, the PASS and the MAP assessment, ELA teachers are able to assess areas in which students still need to improve. In the classrooms, teachers use differentiated instruction in order to meet the needs of their struggling learners using resources such as leveled texts to teach specific skills to ensure students grasp concepts. Teachers then scaffold students to more rigorous texts. In this manner, students are provided instruction that meets them where they are and propels them to become more experienced readers, writers, and thinkers.

### **3. Mathematics:**

The mathematics curriculum is based on the South Carolina curriculum for math, and is implemented through the district's mathematics framework emphasizing the four phases of effective mathematics instruction: Focus - provide practice and maintenance of skills that support number sense, Engage—identify new concepts to be taught using a variety of instructional strategies and assist students with making connections, Explore—students explore math concepts and mathematical thinking, and Reflect and Assess — check students' understanding of concepts and determine the next steps in instruction. One of the District's instructional foci, numeracy supports the development of number sense and mathematical reasoning skills. Mathematics instruction at Gadsden is built on consistent review of indicators, number sense problems, the use of manipulatives to build concrete understanding, and opportunities for students to use mathematical language to justify answers orally and in writing. Students who are performing below grade level receive extra assistance through differentiated instruction during the 60-minute class period. Students also receive additional assistance from Custom Courses in the interactive tutorial program; Success Maker, used to augment instructional delivery. Students struggling with math concepts also receive Extended Day tutoring to address skill deficiencies. Gadsden Elementary also staffs a Math Interventionist whose role is to attend professional development that is relevant for improving math instruction within the school and share what she has learned with the rest of the faculty. The Interventionist works with teachers to provide suggestions for instructional strategies that are designed to push students forward in their higher-order thinking.

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

The district's commitment to quality science instruction at the elementary level goes beyond the scope of most districts as noted by its adoption of the 5-E Instructional Framework: Engage, Explore, Explain, Extend, and Evaluate. Our philosophy is that science teaching and learning should be experienced not only in the classroom, but also in nature and at home.

In most science classrooms, the science textbook has become obsolete and is merely being used as reference material. Our science curriculum provides the opportunity for students to develop the skills of wondering, questioning, investigating, and communicating as the means for making sense of the world. Even in Kindergarten through 2nd grade, students learn about life, earth, and physical sciences. Science curriculum on the 3rd through 5th grade level consists of standards that are the blueprint for the science PASS test that is administered in the spring each year. The third through fifth grade curriculum addresses life, earth and physical science as well as scientific inquiry, which focuses on science as a process. First graders explore science topics such as plants and composting, and Earth materials wherein students become scientists and take a trip to the outdoor classroom (garden) to investigate and use science based literacy skills to help read, interpret, and test hypotheses. Second graders learn about weather and animals. As a connection to other disciplines, second grade students link their knowledge of animals to the area of performing arts by writing and presenting poetry at the district's annual Carnival of Animals celebration. Third graders study "Habitats and Adaptations" and "Motion and Sound". Students use engineering skills to build Lego cars to test theories of motion and explore habitats and adaptations through the use of zoo cameras from around the world. Fourth graders explore organisms and their environment, astronomy and weather where students visit Congaree National Park. Fifth graders study properties of matter and forces and motion. To support their understanding, 5th graders visit the McEntire Joint National Guard Base to study and build rockets, aiding students' understanding of properties of matter, forces and motion. The science curriculum content is recursive in nature allowing students to continue to build on prior knowledge and develop scientific process inquiry skills as they continue their cognitive development. By hosting a Family Science Night event, students are able to share what they are learning with their families so that they can attest, "It's not magic; it's Science" affecting their daily lives. It is the districts expectation that all elementary classrooms are filled with hands-on, innovative science investigations based on state curriculum guidelines.

## **5. Instructional Methods:**

Gadsden Elementary School, in conjunction with Richland County School District One, is able to meet students where they are and scaffold them to a place of increased student achievement by employing resources such as a Reading Teacher; Math Interventionist; interactive tutorial software; formative assessments including MAP, and District Common Assessments. These tools help determine concepts students are still developing or that need to be introduced. Gadsden's faculty and staff utilizes the four pillars for the creation of effective differentiated instruction "Who they teach; Where they teach; What they teach; and How they teach", to form a concrete system of support for students at all levels. Various methods are used to assess and address student deficiencies thereby making a more comprehensive plan for implementation. Students are assessed regularly as a means of measuring their progress towards meeting state academic standards using District Common Assessments, shorter assessments designed to determine mastery of specific indicators, MAP, and normative assessment that provides detailed information about students' comprehension levels. These assessments inform teachers in which areas students still need improvement or have not yet reached mastery. In math classes, teachers use Calendar Math, an instructional toolkit, as a means of reviewing and practicing key math concepts. By participating in daily Calendar Math Activities, students build their understanding of number sense, overall mathematical thinking, and develop automaticity in using math skills/concepts. In ELA classes, teachers differentiate instruction during Balanced Literacy instruction using leveled text sets, which allows for students at various levels to share in the same content at a level which is most comfortable and allows for improved comprehension. In both Math and Reading, teachers also utilize RIT Focus groups determined by students' performance on each interval of MAP Testing. RIT groups are developed based upon students' performance on MAP testing. Students are placed into RIT focus groups based on their grade-level and their RIT band such that during our Response to Intervention (RTI) Block, 30 minutes, at the end of the school day, teachers have additional time to work with students in small groups based on their identified skill deficiencies. During the RTI block, teachers formulate prescriptive intervention for each group to help work on specific areas. Student progress is evident as students begin to improve performance in those areas. Students that demonstrate significant gaps in comprehension also benefit from the use of Success Maker which students work on during the school day, during afterschool/Extended Day Sessions, and at home for additional skills-based instruction.

## **6. Professional Development:**

Professional Development is essential to ensuring that all faculty and staff stay abreast of the latest trends in educational research. Richland School district One and Gadsden Elementary provide ongoing professional development so all faculty and staff have the necessary skills essential to carrying out their assigned duties. In addition to district budget allocations, Gadsden Elementary receives Title I federal funding. The District provides a great part of our faculty's professional development; however, Title I funding also provides additional professional development for our teachers.

The district's focus on literacy and numeracy has dictated where an abundance of our professional development dollars are spent. Our teachers have received tremendous training on Balanced Literacy, Empowering Writers, and math process skills. Each of these trainings support student learning because teachers are able to take the skills learned and align them directly back into their classroom teaching. Moreover, these types of trainings are directly related to ELA and mathematics and thereby provide teachers with strategies to assist them in improving classroom instructional practices that will ultimately reflect in improved student assessment data.

Through the district's process of continuous improvement, all schools have been involved in professional development based on their level. Elementary schools receive professional development on "Principles of Learning," while middle and high schools are engaged in the efforts-based school reform initiatives: "Making Middle Grades Work" and "High Schools That Work" respectively. Through "Principles of Learning", our teachers receive professional development on academic rigor, socializing intelligence, clear expectations, organizing for effort and learning as apprenticeship. Consequently, teachers put each of the aforementioned professional development theories and concepts into active instructional practice.

Our Title I status also affords us funding to provide professional development opportunities for our teachers. Gadsden Elementary uses consultants from Education Resources Group (ERG) to provide additional support to teachers in the area of ELA and math. These consultants come in once a month and in accordance with our district's curriculum framework for ELA and Math and pacing guides, assist teachers with more effective teaching strategies based upon student weakness identified by benchmark results, MAP analysis, or teachers. Professional development is indeed a process for continuous improvement and a definite intervention for ensuring a quality teaching staff.

## **7. School Leadership:**

Gadsden Elementary School's leadership team is comprised of the principal, curriculum resource teacher (CRT), and guidance counselor. A successful leader, however, empowers others to accomplish their goals. For this reason, the administrative team relies heavily on the use of teacher instructional teams to carry out the district's and school's mission. Theodore Hesburgh, an activist American Catholic priest who was president of Notre Dame from 1952-1987, once stated, "The very essence of leadership is [that] you have a vision. It has to be clearly articulated on every occasion." The administration envisions the school as the heart of the community; a place where diverse backgrounds converge. The administration's core beliefs are reflected in the school's Bluejay Creed, recited daily during morning announcements, "I am a Gadsden Bluejay and I have Great Expectations! I expect to achieve! I expect to succeed! Therefore, I will achieve and I will succeed because these are my Expectations!" In the principal's opening address to school stakeholders (faculty, parents, community members and students), she articulates the school's goals and relates progress toward meeting them. The goals then become the focus of instructional planning for faculty/staff and serve as the springboard to invite community partners to participate.

Gadsden's administrative style is characterized by shared leadership/shared decision-making. The principal believes in an open-door policy and is willing to listen to suggestions from students, parents, and faculty/staff. The principal's trust in the teachers' knowledge and expertise is seen by the autonomy afforded them. To ensure accountability, teachers complete a content-specific lesson plan each week and receive feedback from the principal and/or Curriculum Resource Teacher. The lesson plan emphasizes the content of each curriculum framework and provides insight into a teacher's use of assessments and

student products to measure student growth and development. To celebrate student achievement, the principal uses the “Book of Excellence” a book documenting student academic and behavioral success and announces the new additions to the book. Students signing the book are awarded tangible keepsakes to nurture their motivation.

The administrative team divides responsibilities such as attendance, student services and the Student Intervention Team. They collaborate to ensure that teachers are free to teach. Weekly, “Monday Morning Meetings” are used to reiterate the school’s focus and vision to both teachers and students. A CRT and media specialist help teachers find resources, expose teachers to new materials, and technologies, and conduct professional development. The guidance counselor assists teachers in contacting parents, student conferences, and conveying data trends so that teachers are informed of which students may need extra attention. By embracing the district’s strategic aim of, “One Vision, One Mission, and One Common Purpose,” Gadsden Elementary will continue the legacy of great expectations and great outcomes.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics  
 Grade: 3  
 Test: Palmetto Assessment of State Standards (PASS)  
 Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)  
 Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
%Met plus %Exemplary	91	80	85	75	58
%Exemplary	44	27	10	6	0
Number of students tested	24	15	20	32	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met plus %Exemplary	86	77	85	75	58
%Exemplary	33	23	10	7	0
Number of students tested	21	13	20	31	17
<b>2. African American Students</b>					
%Met plus %Exemplary	91	80	85	77	61
%Exemplary	44	27	11	7	0
Number of students tested	23	15	19	30	18
<b>3. Hispanic or Latino Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6.</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website.  <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Palmetto Assessment of State Standards (PASS)

Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Met plus %Exemplary	96	83	89	93	90
%Exemplary	60	58	22	3	0
Number of students tested	24	12	18	30	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Met plus %Exemplary	95	90	89	93	77
%Exemplary	57	60	22	3	0
Number of students tested	21	10	18	29	13
<b>2. African American Students</b>					
% Met plus %Exemplary	96	83	95	94	78
%Exemplary	61	58	24	4	0
Number of students tested	23	12	17	28	14
<b>3. Hispanic or Latino Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6.</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Palmetto Assessment of State Standards (PASS)

Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
%Met plus %Exemplary	100	100	94	67	71
%Exemplary	40	63	21	13	0
Number of students tested	15	19	29	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met plus %Exemplary	100	100	94	64	72
%Exemplary	40	63	21	9	0
Number of students tested	15	18	29	22	18
<b>2. African American Students</b>					
%Met plus %Exemplary	100	100	94	67	71
%Exemplary	40	63	19	13	0
Number of students tested	15	19	27	24	21
<b>3. Hispanic or Latino Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6.</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Palmetto Assessment of State Standards (PASS)

Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Met plus %Exemplary	60	90	96	89	89
%Exemplary	27	53	8	0	0
Number of students tested	15	19	26	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Met plus %Exemplary	60	89	96	88	94
%Exemplary	27	56	8	0	0
Number of students tested	15	18	26	16	15
<b>2. African American Students</b>					
% Met plus %Exemplary	60	90	96	89	89
%Exemplary	27	53	8	0	0
Number of students tested	15	19	24	18	18
<b>3. Hispanic or Latino Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6.</b>					
% Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Palmetto Assessment of State Standards (PASS)

Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Met plus %Exemplary	95	91	79	80	62
% Exemplary	52	40	4	4	0
Number of students tested	21	23	24	24	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Met plus %Exemplary	94	91	78	78	60
% Exemplary	56	39	4	4	0
Number of students tested	18	21	22	23	28
<b>2. African American Students</b>					
% Met plus %Exemplary	21	91	79	79	62
% Exemplary	52	40	4	4	0
Number of students tested	21	23	24	24	29
<b>3. Hispanic or Latino Students</b>					
% Met plus %Exemplary					
% Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
% Met plus %Exemplary					
% Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Met plus %Exemplary					
% Exemplary					
Number of students tested					
<b>6.</b>					
% Met plus %Exemplary					
% Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Palmetto Assessment of State Standards (PASS)

Edition/Publication Year: PASS (2009-2010)/PACT (2006-2008)

Publisher: South Carolina Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
%Met plus %Exemplary	95	91	85	62	66
%Exemplary	52	30	0	0	0
Number of students tested	21	23	20	21	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met plus %Exemplary	94	91	84	60	64
%Exemplary	56	29	0	0	0
Number of students tested	18	21	19	20	25
<b>2. African American Students</b>					
%Met plus %Exemplary	95	91	85	62	66
%Exemplary	52	30	0	0	0
Number of students tested	21	23	20	21	26
<b>3. Hispanic or Latino Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6.</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Met/Exemplary	93	91	85	72	67
Exemplary	45	44	13	1	0
Number of students tested	60	57	73	80	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met/Exemplary	92	98	84	71	65
Exemplary	51	38	13	7	0
Number of students tested	54	53	72	77	64
<b>2. African American Students</b>					
Met/Exemplary	93	98	84	73	67
Exemplary	52	40	12	7	0
Number of students tested	59	57	70	78	68
<b>3. Hispanic or Latino Students</b>					
Met/Exemplary					
Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
Met/Exemplary			55	21	36
Exemplary			0	0	0
Number of students tested			11	15	14
<b>5. English Language Learner Students</b>					
Met/Exemplary					
Exemplary					
Number of students tested					
<b>6.</b>					
Met/Exemplary					
Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
%Met plus %Exemplary	86	93	85	78	67
%Exemplary	35	49	9	1	0
Number of students tested	60	57	73	80	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met plus %Exemplary	92	98	85	77	66
%Exemplary	51	38	9	1	0
Number of students tested	54	53	72	77	64
<b>2. African American Students</b>					
%Met plus %Exemplary	93	98	85	78	67
%Exemplary	52	39	9	1	0
Number of students tested	59	57	70	78	68
<b>3. Hispanic or Latino Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
%Met plus %Exemplary			45	43	21
%Exemplary			0	0	0
Number of students tested			11	15	14
<b>5. English Language Learner Students</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<b>6. NA</b>					
%Met plus %Exemplary					
%Exemplary					
Number of students tested					
<p><b>NOTES:</b> In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. <a href="http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html">http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</a></p>					