

PART I - ELIGIBILITY CERTIFICATION

12SC1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)
 (per district designation): 11 Middle/Junior high schools
7 High schools
0 K-12 schools
38 Total schools in district
2. District per-pupil expenditure: 7900

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 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	25	21	46		6	0	0	0
K	61	52	113		7	0	0	0
1	73	48	121		8	0	0	0
2	48	62	110		9	0	0	0
3	66	60	126		10	0	0	0
4	80	57	137		11	0	0	0
5	64	70	134		12	0	0	0
Total in Applying School:								787

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
17 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
68 % White
4 % 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 2010-2011 school year: 14%
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, 2010 until the end of the school year.	63
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	43
(3)	Total of all transferred students [sum of rows (1) and (2)].	106
(4)	Total number of students in the school as of October 1, 2010	738
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 10%
Total number of ELL students in the school: 77
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, French, Vietnamese, Filipino

9. Percent of students eligible for free/reduced-priced meals: 52%
 Total number of students who qualify: 456

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.

Percent and number of students in poverty including students on free/reduced-price lunch AND on Medicaid.

10. Percent of students receiving special education services: 9%
 Total number of students served: 67

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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>19</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>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>3</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>1</u>
Total number	<u>78</u>	<u>4</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: 23:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Hammond Hill Elementary will celebrate in the fall 60 years of service to the community with a long history of excellence in education. Nestled in the midst of a quaint neighborhood on a fifteen acre site, a diverse group of students can be found at our school with very different lifestyles. We currently have 52% of our student population on free/reduced meals. Some of our students live in homes that range in excess of \$500,000, while others live in homes with dirt floors. Parental employment is as diverse as the student population, with many high wage incomes in excess of \$100,000, and just as many are either unemployed or blue collar workers earning minimum wage.

The mission of Hammond Hill Elementary is to academically prepare children to function successfully in our changing society by providing educational experiences that emphasize academic skills, critical thinking skills, use of technology, respect for individual differences and creativity.

Our Performance Goals:

- All students have an intrinsic desire for learning that follows them throughout their lives.
- All students learn in different ways and should be provided with a variety of instructional approaches to support their learning styles.
- Given an inviting school environment, all students will acquire positive attitudes about learning and demonstrate enthusiasm for learning in all areas of the regular curriculum as well as visual arts, performing arts, and physical fitness.
- With a committed staff of teachers and parents, all students will demonstrate skills in reading, writing, listening, speaking, math, and science, as well as becoming critical thinkers and problem solvers.
- All students need the ability to utilize technology to facilitate learning and prepare for functioning in their career choices.
- Using character education models in the school, at home, and in the community, students can learn to develop respect for others and an ability to work cooperatively, including respect for differences in race, gender, abilities, and disabilities of others.
- High expectations and clear goals regarding student behavior will set the standard for students to assume and accept responsibility for their own actions and the consequences these actions may cause.
- All students can become contributing citizens of society.

School-readiness and individual abilities also vary from those students with developmental delays, to those with disabilities challenging them physically, emotionally and cognitively, to those with average and above-average abilities. Although many of our students come from supportive home environments with involved parents, some come from situations in which parents need skills to learn how to become more involved and supportive.

The citizens in our community set high expectations for their schools and provide support for meeting those challenges. The community established a private foundation (Public Education Partners), funded by local businesses and industries, that is dedicated to strengthening and improving educational opportunities for all students within our county. Many businesses provide grant opportunities, enabling teachers to pursue special projects within their classrooms to provide additional resources.

At Hammond Hill Elementary, there are three teachers who have been named "District Teacher of the Year," all named within the past five years. Our school has been awarded the Palmetto Gold Award for the past three years in Absolute Growth. In addition, our school has also been awarded the Closing the Achievement Gap Award for the past three years. Hammond Hill Elementary has met Adequate Yearly Progress for the past three years and we are proud to claim that our school was named a Red Carpet School (2007-2010). What makes Hammond Hill Elementary unique? We are the only elementary school out of 20 from our district, to have every grade level's PASS scores surpass the state mean in every subject.

1. Assessment Results:

A. The school report card issued by the SC Department of Education shows Hammond Hill has a continuing history of improvement and excellent ratings. The school has been awarded the highest rating of Excellent in years 2009, 2010, and 2011. In 2007, our growth rating was labeled, “At Risk” and our AYP status was “Not Met.” Today, we are proud to boast that we are one of the top schools, not only in our county, but our state. In 2009, we were recognized as being in the top 4% of all schools in South Carolina for growth, and in 2010, we climbed to the top having 17% for absolute performance. The overall achievement of students is reflected in the absolute rating while the growth rating assesses the growth and improvement of individual students. Hammond Hill Elementary has been recognized by the South Carolina State Department with the Closing the Achievement Gap Award for the past two years.

South Carolina students took the Palmetto Assessment of State Standards (PASS) in 2009, 2010, and 2011.

There are three performance levels for the criterion-referenced test:

Exemplary- The student demonstrated exemplary performance in meeting the grade level standard.

Met- The student met grade level standard.

Not Met- The student did not meet the grade level standard.

The Palmetto Achievement Challenge Test (PACT) was administered in 2007 and 2008. There were four performance levels for this criterion-referenced test:

Advanced- The student exceeded grade level expectations and was well prepared for the next grade level.

Proficient- The student met grade level expectations and was well prepared for the next grade level.

Basic- The student met minimum expectations for student performance.

Below Basic- The student did not meet minimum grade level expectations and was not prepared for the next grade level.

B. Data for the past five years indicates a consistent, steady growth among all subgroups and students. Third grade reading scores have risen from 5% scoring Advanced on PACT in 2007 to 75% scoring Exemplary on PASS in 2011. Third grade math scores have a similar trend. Fourth grade scores show steady growth in both reading and math with a slight plateau in performance in 2011. Fifth grades scores continue to show steady growth in all areas.

School-wide reading scores are continually above state and district averages. All subgroups show steady growth and maintain higher averages than district and state levels. Students at Hammond Hill Elementary exceed district and state performance objectives in math as reflected on state-issued report cards. However, we did see a slight decrease in Hispanic scores in 2010 and African American scores in 2011. Each decreased by about 2%, although their average was still higher than the district and state norms.

An analysis of the most recent year’s data shows a 10% achievement gap in third grade reading between all students and the subgroups of African American students and Special Education students. Fourth grade reading also shows a gap between all students and the Hispanic or Latino student subgroup. An achievement gap is also noted in each grade level for math between all students and African American students. Special Education students in third grade math have an additional gap.

Three times a year students are assessed using MAP (Measures of Academic Progress). The data this testing provides allows for the identification of specific areas of weakness. These weaknesses are addressed when students attend the Compass Lab where they work on an Odyssey Learning Program that addresses the student’s individual needs. Additionally, all students in grades 3-5 attend a Math Lab exploratory class in which they receive intensified math instruction.

We feel that one of the factors that has contributed to significant gains in reading/writing is the implementation

of a Computer Writing Lab. The Computer Writing Lab is available to all students in kindergarten through fifth grade. Students in grades one through five attend the lab in five day rotations. In the primary grades students are taught keyboarding skills and introduced to The Six-Trait Writing Model. Students in the upper grades are taught how to conduct research using the Internet and how to compose writings with the information retrieved using The Six-Trait Writing Model.

One of our subgroups with the greatest gains in academic achievement during the years 2009-2011 is our Hispanic students. Our Hispanic students experienced an 11.7% increase in Exemplary scores in ELA, and 13.1% increase in Exemplary scores in math. We attribute the reasons for improvement to the following: ESOL Parent Night and parenting involvement efforts, Open Book Software Program designed specifically for ESOL students, an outstanding ESOL teacher, excellent collaboration between the ESOL teacher and the regular education teacher, ESOL accommodations that were recommended for the students, Rosetta Stone, Literacy Centers, Compass Lab, instructional conferences, Computer Writing Lab, MAP Data Folders, an outstanding Reading Interventionist and a Certified Math Lab Teacher who was formerly a Math Coach.

2. Using Assessment Results:

At Hammond Hill Elementary, we kick off each new school year with an Open House and grade-level parent meetings. A testing workshop is conducted during Open House by the Gifted and Talented teacher who explains various tests that students take and how students become eligible for the Gifted and Talented program. During Open House MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards) are explained. In addition to quarterly student report cards, teachers use School Fusion, our school/district website to post helpful testing information and recognition of academic accomplishments of students. Weekly school newsletters include names of students who have become members of the Double H Reading Club, Book-It, Six Flags Six Hour Reading Club and the Masters of Multiplication. At the end of each year, an awards ceremony takes place that recognizes students.

We are a data-driven school. As data becomes available, the principal inserts the information into a variety of user-friendly formats. One of the most valuable conferences held during the year is the “Instructional Conference” for teachers. It is during this conference that teachers are given information listing their strengths and weaknesses according to the most current MAP data. The principal meets individually, or as an Instructional Team for those teachers who team-teach to review the data. When available, we have a Reading Partner teacher and a Math Coach participate in the conferences to help teachers formulate strategies to increase performance in specific math and ELA strands. The administrator reviews websites, on-going book studies and the individual teacher’s class scores.

Teachers are held accountable for developing Data Folders. Students take MAP three times during the school year. MAP gives teachers immediate feedback on how students are progressing. Teachers color code this data and place it into a folder to create a visual representation of how their class is progressing. In the Data Folder, students are listed in columns according to their percentile score on MAP. Each teacher develops a Data Folder for math and also one for reading. Each student’s score and name is listed on a tab on one of the columns. As the year progresses, teachers move the tabs over as the student makes gains according to the student’s MAP percentile scores. Strengths and weaknesses in relation to student scores are discussed during this meeting and each teacher leaves the conference with written feedback from the principal specifically addressing these areas. Teachers conference with students to explain, analyze and develop individual testing goals that are achievable.

Test data is shared with the faculty during Faculty Meetings, Leadership Meetings, Title One Meetings, Student Intervention Team Meetings and School Improvement Council Meetings. Interventions and accommodations are developed for students who have Individual Educational Plans and also for ESOL students.

The testing coordinator at our school designates one night during the year to conduct a MAP workshop for parents. This is just one way that we help parents understand and interpret test scores. Another way is through the annual parent conference that is held in the fall.

During our Student Intervention Team meetings, team members discuss data and then determine if students would benefit from attending our EIA (Education Improvement Act) Before and After School Program that provides additional Compass instruction or being tutored by our Reading Interventionist. The EIA program is state funded and is used to assist students who are at-risk. These funds are based on the number of students who scored "Not Met" in third through fifth grade.

Assessment drives classroom instruction and pacing, as well as the allocation of instructional funds and professional development for teachers. Teachers have common planning times to allow for collaboration on researching assessment data and developing interventions. Effective staff development also occurs each month during our early release days. We are continually engaged in the process of improvement as a sustained, strategic exercise to improve the quality and effectiveness of our classroom instruction.

Information regarding student academic progress on PASS is featured in all three of our local newspapers, The Augusta Chronicle, The Star, and The North Augusta Today. A comparison of scores from area schools are listed so that the community can keep abreast of how well our schools are doing on state assessments.

The A and A/B honor rolls are published quarterly as well as the grade level Bumble Bee Writing winners. Administrators choose one writing from each grade level to be displayed on the Bumble Bee Bulletin Board and the winners are published locally in The North Augusta Today newspaper. In the North Augusta Star newspaper, a Hammond Hill student submits a writing to be published weekly. This writing describes happenings at our school through the eyes of a student. Just recently, students who were named as DUKE Tip scholars were published in The North Augusta Star newspaper.

3. Sharing Lessons Learned:

Our faculty enjoys sharing innovative strategies with other educators. We not only showcase our school to teachers within our district, but we are also available to schools outside our district. For example, the principal of Kelly Edwards Primary School from the Williston School District and six of her teachers spent a day at Hammond Hill Elementary observing, questioning, and taking notes on some of our strategies such as the Computer Writing Lab. There are also schools within our district such as Greendale Elementary and Redcliffe Elementary who have replicated their Computer Writing Lab after our model.

The teachers at Hammond Hill are regularly invited to serve as guest speakers throughout our district. Our Resource Teacher has conducted individual workshops at various schools on classroom management. Our 2012 Hammond Hill Elementary Teacher of the Year, who is also the Aiken County Teacher of the Year, has been invited to give motivational speeches at various schools.

Our Compass Lab is yet another innovative instructional model that other schools within our district have implemented after viewing our test results. Two of our teachers shared our success story at the annual county-wide Technology Share Fair a year ago. Teachers who attended the workshop were impressed by how we utilized the lab and took this information to their individual schools. Surprisingly, two years ago, only two elementary schools, Aiken Elementary and Hammond Hill Elementary had Compass Labs. By the end of this year, 16 out of 20 schools will have Compass Labs in their elementary schools.

The principal was invited to share with other area principals how to conduct an "Instructional Teacher Conference." One of our fourth grade teachers has been invited to share grant writing skills with other area teachers. In addition, annually this teacher sets up an after school mini-workshop at a local restaurant. Many of our teachers attend each year to obtain ideas on how to write successful grants.

Our Physical Education teacher attends the South Carolina Association of Physical Education, Recreation and Dance and has presented workshops on dance, golf, and paddle skills for the past three years at the State Conference.

Our kindergarten, first, and second grade teachers have been invited to serve on a district-wide Core Curriculum

Committee that meets monthly throughout the school year. These teachers share innovative ideas on topics such as rigor, literacy models, anchor charts, instructional strategies, best practices and lesson plans.

4. Engaging Families and Communities:

The principal periodically sends out "Alert Now" phone messages and weekly email messages reminding parents of important events at school. Each Wednesday, The Bee Hive newsletter is sent home with each student informing parents of important events and student achievements. In addition, many businesses are mentioned in our newsletter thanking them for the support they have given our school. Newsletters are electronically sent to our business partners in the community, board members, and district office personnel. Our district has implemented a new School Fusion website. This website enables our school to create individual teacher pages and provide more information to parents.

Every Wednesday, teachers send a yellow vinyl folder home with each student that includes a classroom newsletter and student work. In addition, all students have an agenda that is taken home on a daily basis. The agenda, which includes a daily calendar, has space for teachers and parents to correspond. Agendas are checked each day by both teachers and parents.

Our school marquee is updated weekly so that others in the community can be aware of events that are happening. Good news and events that are happening at our school can also be publicized on the district webpage.

As appropriate, we write thank you notes to local businesses and organizations. We also keep in regular contact with the editors of the local newspapers by sending them a weekly column written by a student who is a featured author at our school.

Parents are invited to our annual Author's Tea Party for grades Kindergarten through second grade. Our media center is decorated for the Tea Party and parents come and listen to their child read their published writing while sipping tea. Parents volunteer to speak about their careers during our annual Career Day. Another way parents volunteer is through our annual Science Day when parents are asked to serve as guest speakers if their background area of expertise is in the field of science.

1. Curriculum:

Our school provides a challenging, innovative, standards-based curriculum using the common core standards as our guide. A variety of research-based instructional strategies are incorporated to accommodate differences in learning styles, interests, and needs. The faculty and staff work cooperatively to offer individualized instruction to improve student achievement. We prepare our students to be independent, reflective, lifelong problem-solvers and learners. Our language arts program links literature and language to form an integral whole for effective reading and writing. This program offers diversity and challenge, with an emphasis on critical and creative thinking and opportunities for students to actively engage in learning. Teachers design instruction that includes self-selected reading, guided reading, shared and teacher directed reading, word study including phonemic awareness, phonics, fluency and writing. Recognizing diversity in learning styles, teachers form flexible groups to target specific skills and comprehension strategies. We believe that reading is the foundation for all other subject areas and students learn best when they are actively engaged in reading instruction.

Daily math instruction provides a balance of computation and procedural skills, conceptual understanding, problem solving, and critical thinking. Classroom activities accommodate different learning styles of students and a variety of strategies are used that include hands-on activities, technology, direct instruction, cooperative groups, use of visuals, models, and real-world problem solving. Students in grades 3- 5 attend Math Lab where students work with manipulatives in a small group setting with a certified teacher who is a former math coach.

Students experience the scientific method through classroom investigations and participation in our annual Science Day. Many of our classrooms go on various hands-on field trips to ecology labs and the local university where the math and science hub is located.

The Social Studies curriculum addresses state standards and provides students with online access to biographies of famous people, almanacs, atlases and maps, as well as student texts and a leveled reader database. Our social studies curriculum incorporates the concepts of citizenship, history, economics, and geography. The use of the SMART Board has provided a new and innovative way for all students to experience learning. Teachers are now afforded a wealth of activities and resources at the click of a mouse.

Our fourth and fifth grade students are eligible to become members of the school chorus. This chorus produces and performs two musicals during the year. Students are also encouraged to participate in the Annual Talent Show that is held each spring during the school day for parents and students.

The annual Wax Museum portrays students as famous Americans. Fifth grade gifted and talented students choose a famous American and research their past. The students then develop props, create posters, and dress up like the famous American in a still-life pose.

Our core curriculum is supported and enhanced by our art, PE, and media specialists and is focused on improved student achievement. In addition, our Computer Writing Lab enhances our focus on writing in all subject areas through The Six Trait Writing Method that is taught in the lab to all students in grades kindergarten through five.

2. Reading/English:

With the goal of having all children reading at grade level by the end of third grade, our district began a district-wide Reading Initiative during the 2008-2009 school year. The implementation of the Literacy Model which is a major part of the Reading Initiative includes a focus on the five components of reading through the integration of scientifically based instructional practices adapted from Reading First and the National Reading Panel. This model has been implemented and has been monitored in a collaborative effort through all of the departments

housed within the Division of Instruction and Accountability. Each school within our district was provided a reading interventionist for primary grades for students who are performing below grade level. The Literacy Intervention Team examines school-wide data to determine the needs of students for intervention, monitor the progress of those receiving intervention services, and participate as a branch of the Student Intervention Team to facilitate the referral of students for special education services. Partner Teachers, hired by the District, are available to provide model lessons and help provide professional development in research-based reading practices to teachers. This model includes the Five Components of Reading Instruction: 1) Phonemic Awareness, 2) Phonics, 3) Fluency, 4) Comprehension, and 5) Vocabulary. These five components are taught daily using a variety of best practices and instructional strategies and provide students with the foundational reading skills, including comprehension. MAP data (given three times/year) and Dominic assessments are given and used to make more detailed assessments for instructional decisions. Master schedules accommodate a 120 minute ELA block with 90 minutes of uninterrupted reading instruction. The Literacy Model Reading Structure includes: 1) Shared Reading, 2) Read Aloud, 3) Independent Reading, 4) Guided Reading/Small Group Instruction, and 5) Literacy Stations.

Two full-time Resource teachers are available to assist students in grades kindergarten through fifth grade for those who are working below grade level and need more individualized attention. Hammond Hill Elementary has a before and after school program, Compass Lab, Open Book Software program, ESOL instruction, Rosetta Stone, available to students who speak a second language, and small group instruction in a Math Lab. Our Computer Writing Lab ties reading and writing skills together to build a solid foundation for all students ensuring that each student will be successful.

3. Mathematics:

The teachers at Hammond Hill Elementary have implemented the district adopted Envision Math series. They have been involved in staff development on instructional techniques and resources that are available to them by the publisher.

At the beginning of the year the teachers send a form home with each student that has their name and password along with the website for the math series. The students are able to log in at home to review any lesson. The teachers also use this website on the SMART Boards in their classrooms.

In grade level meetings each week, the Math teachers work together to plan strategic math lessons that build on their students' conceptual knowledge of math. They share lessons, ideas, websites, and concerns with each other.

All classes, kindergarten through fifth grade, attend the Compass Lab at least three times a week. Students work at their instructional level based off their MAP scores each time they are tested. The students receive usernames and passwords to log in at home as well. Some teachers give extra credit to their students for completing a certain amount of lessons at home each week.

The principal and assistant principal visit every classroom in third through fifth grades three times a year to administer a two minute drill on twenty-five multiplication problems. If the student masters the third and final round, they get an invitation to an ice cream float party at the end of the year and they are recognized at the End of the Year Awards Program.

Annually, we have a day during the school year that is designated as our Math Day. Our students rotate through grade-level classrooms and are engaged in hands-on math activities that captivate their curiosity and attention.

The Math Lab was created to implement hands-on activities for students in third through fifth grades. To keep the class sizes small for individual attention, the students have been grouped by gender. Each lesson is planned as an investigation of a standard. The students work in groups generating strategies, discovering patterns, and finding solutions to a myriad of mathematical problems. The Math Lab is another resource that fosters our rigorous math standards. Our math program is designed to meet all students' needs at their instructional level. As a faculty we are committed to the success of our students.

4. Additional Curriculum Area:

Hammond Hill Elementary utilizes a school-wide writing program that ensures our students function successfully in our changing society by providing writing instruction with emphasis on academic and critical thinking skills, respect for individual differences, technology, and creativity. Teachers take ownership of writing instruction utilizing The Six Traits Writing Model inside the classrooms and in our Computer Writing Lab.

Teachers and students evaluate writing using six traits which are aligned with our state rubric: ideas, organization, voice, word choice, sentence fluency, and conventions. A daily 30 to 45 minute writing block includes modeling, discussion, and practice. Each month, teachers and administrators select one outstanding writing per grade level to submit for the Bumble Bee Writing Award to display. Students in third through fifth grade write articles for The STAR, a local newspaper. All students participate in the Character Parade Writing Contest to win lunch with a visiting author. Classroom journals engage students in writing using daily prompts covering a variety of genres.

Throughout grade levels, you will find a diverse writing culture. Students from upper grades can be found tutoring students in younger grades in the art and language of letter writing. There are word play centers in many classrooms where students learn not only the meaning of words, but the etymology behind them as well. Students critique one another and offer advice on word choice and organization so that their peers' work may be improved to a higher standard. Students have learned to synthesize their work into brochures, flip books, and other forms of written and verbal communication. Students in the upper grades take part in Letters about Literature, a national competition sponsored by the Library of Congress. Through this writing initiative, students examine how the words of their favorite authors impact and change their lives thereby strengthening our mission to empower students with the gift of writing.

The Computer Writing Lab was established to promote the writing process using technology. The CWL instructor and aide incorporate technology into instructional lessons, students' writing activities, and final products: SMARTBoard or PowerPoint Presentations, United Streaming, Brain Pop, Fact Monster, TeacherTube, DISCUS, Microsoft Word, Type to Learn, and more. Students compose and create writings from simple lists, sentences, paragraphs, and poems, to more detailed flyers, persuasive letters, letters to the editor, five-paragraph essays, and beyond.

Our writing initiative is empowered by the belief that "good writers are not born but developed."

5. Instructional Methods:

At Hammond Hill Elementary we realize that students learn at different rates and through various learning styles. It is important that we offer differentiated instruction to all students whether they are functioning below grade level or above grade level. Teachers at our school differentiate instruction by analyzing test scores to help determine the strengths and weaknesses of each student and then planning lessons and activities that best meet the needs of that particular student.

MAP is a state-aligned computerized adaptive assessment program that provides teachers with the information they need to improve teaching and learning and make student-focused, data-driven decisions. These tests are given annually three times each school year. Teachers use the growth and achievement data from MAP to develop targeted instructional strategies.

The Dominic Reading Assessment is a portfolio of tests and tools that teachers use to measure the reading and writing ability of students in kindergarten through fifth grade. The test consists of a variety of oral and written tests and is administered to one child at a time by a trained teacher. This test assesses comprehension of both fiction and non-fiction as well as phonics, phonemic awareness, writing, and spelling. Dominic provides both oral and written assessments.

Students attend the Compass Lab twice weekly, once for instruction in reading and once for instruction in math. MAP data on each student is automatically sent electronically to the Compass database. This program assesses

each student's understanding of key objectives. Based on this assessment, a student is automatically prescribed a personalized learning path geared toward their level filled with engaging activities. Compass also has unlimited user access, allowing students to access this program from home.

A full-time Reading Interventionist is provided by our district to serve each school. This Reading Interventionist works with students individually providing Reading Recovery instruction for half of the day and the other half of the day our Interventionist works with small groups of students on phonics, phonemic awareness, comprehension and fluency.

Our ESOL program provides students access to the computerized Open Book Software program, Rosetta Stone, and ESOL accommodations in the regular education classroom. Many of our Hispanic students attend our before and after school tutoring program on a daily basis.

Our Gifted and Talented program serves approximately 85 students. These students conduct research in our Computer Writing Lab as part of their curriculum.

6. Professional Development:

Annually, the administration creates a professional development plan that encompasses the entire school year that is aligned with our academic standards. Administrators design the professional development around many factors including input from teachers during Leadership meetings, grade-level planning sessions, faculty meetings, School Improvement Council meetings, Title One meetings, and Student Intervention Team meetings. These are just some of the ways that administrators decide the types of professional development needed. After reviewing all the test data and input from teachers, a professional development plan is created and sent to the teachers. This professional development plan is reviewed by our Academic Officer and shared with other district officials. This professional development plan details how and what types of in-service is needed for our early-release days and also for our faculty meetings. Our district has stressed the importance of developing the Literacy Model and our teachers have benefited from extensive training at the district and school level.

Other professional development topics that have been covered this year are: Compass Software, Espresso Software, Envision Math, MAP Data Folders, Math Lab, Student Intervention Team, SC Common Core Standards, Computer Writing Lab, SMART Board strategies and Testrakker. All of these topics are closely aligned with our school renewal plan and also coincide with the district renewal plan. For example, the Compass program is linked to our MAP testing. After students take MAP, teachers are able to individually set up student folders on the Compass program directly geared towards the student's weak area. The district supports the implementation of Compass in all of the elementary schools in our county. Hammond Hill and one other school in our county, Aiken Elementary were the first to implement Compass a year ago. Both of these schools were recognized as having extremely high test results. The Literacy Model is yet another example of a district supported program that our school has embraced that has led to an increase in academic gains. Each school within our county has designated one classroom teacher as a Model Classroom Teacher. This teacher has received extensive professional development in using the Literacy Model. The Model Classroom Teacher is able to help other teachers within our building to develop the Literacy Model in their classrooms.

7. School Leadership:

The principal's vision for the school, shared by all stakeholders, is to meet the educational needs of all of our students through a challenging, innovative standards-based curriculum in a safe environment supported by parents and the community. All school decisions are based on one central question: How will this action improve the teaching and learning process? Student learning is the primary focus of all decisions. The principal's goal is for all teachers and staff to successfully challenge all students to strive to do their personal best. The principal's vision for the school has been shared with the entire faculty and staff and is sent home annually with students. In addition, the principal's vision can be found on our school website. The principal's vision is SUCCESS. Using the acronym SUCCESS, each letter details specifically what the principal envisions as the goals for the school:

S – School Climate – A positive school climate is essential to producing a school where students, teachers, administrators and parents function cooperatively and work productively. A positive school climate requires a team effort.

U – Unity - A school is a reflection of the community it serves. Our school strives to develop parent/community partnerships.

C – Collaboration - Frequent meetings take place for collaboration whether it is PTO, SIC, Leadership Team or Grade Level meetings.

C – Character Development – Life skills and character words are emphasized. The results are a calm, respectful environment that promotes and creates a climate for powerful learning to take place. Good character is rewarded through Positive Office Referrals.

E – Exchange of Information (Communication) – We strive to keep everyone informed through regular continuous communication with parents.

S – Standards - Innovative strategies are utilized to teach the South Carolina Common Core Curriculum standards.

S – SMART Boards/Technology – Technology is incorporated into the curriculum to address varied learning styles in a fun and unique way.

Academic decisions are based on a thorough analysis of data from a variety of sources. Student achievement is consistently high across the board in all subject areas. Shared decision making through collaboration is the norm, not the exception. A safe school climate is reflected through the annual state survey. Our community partners provide effective ways of reaching our students through financial and volunteer efforts. Parents feel welcome and valued through an array of various volunteer activities that are provided by both our Parent Teacher Organization, and our School Improvement Council.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2009-
2011/PACT 2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	87	81	80	37	37
PASS=Exemplary/PACT=Advanced	65	46	46	18	9
Number of students tested	124	134	112	115	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	81	71	72	12	22
PASS=Exemplary/PACT=Advanced	46	31	32	8	0
Number of students tested	52	62	53	49	46
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	53	59	64	15	15
PASS=Exemplary/PACT=Advanced	41	13	29	0	5
Number of students tested	17	32	28	26	20
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	80	67			
PASS=Exemplary/PACT=Advanced	40	33			
Number of students tested	15	12	9	5	6
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	40	46		12	
PASS=Exemplary/PACT=Advanced	0	15		12	
Number of students tested	10	13	8	17	7
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	80	62			
PASS=Exemplary/PACT=Advanced	40	31			
Number of students tested	15	13	9	8	6
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt, an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: PASS 2009-2011/PACT 2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	95	93	93	71	64
PASS=Exemplary/PACT=Advanced	75	67	64	10	5
Number of students tested	124	134	112	109	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	89	87	87	52	46
PASS=Exemplary/PACT=Advanced	65	55	51	2	0
Number of students tested	52	62	53	44	46
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	71	91	82	57	30
PASS=Exemplary/PACT=Advanced	29	34	43	0	0
Number of students tested	17	32	28	23	20
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	93	75			
PASS=Exemplary/PACT=Advanced	67	50			
Number of students tested	15	12	9	4	6
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	60	54		33	
PASS=Exemplary/PACT=Advanced	0	23		0	
Number of students tested	10	13	8	12	7
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	93	77			
PASS=Exemplary/PACT=Advanced	67	46			
Number of students tested	15	13	9	7	6
6.					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt, an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2009-
2011/PACT 2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	91	82	43	44
PASS=Exemplary/PACT=Advanced	48	46	33	23	18
Number of students tested	139	110	119	102	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	86	86	65	26	26
PASS=Exemplary/PACT=Advanced	27	36	17	6	13
Number of students tested	66	50	54	50	39
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	77	77	46	14	5
PASS=Exemplary/PACT=Advanced	13	27	13	14	0
Number of students tested	31	22	24	22	21
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	83				
PASS=Exemplary/PACT=Advanced	33				
Number of students tested	12	7	5	7	6
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced			53		
PASS=Exemplary/PACT=Advanced			0		
Number of students tested	9	6	15	6	8
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	83				
PASS=Exemplary/PACT=Advanced	33				
Number of students tested	12	6	8	9	7
6. PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Educable Mentally Disabled Self Contained classroom took SC-Alt. In 2007-2008, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt. SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: PASS 2009-2011/PACT 2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met plus Exemplary	88	92	86	55	46
Exemplary	47	57	52	4	3
Number of students tested	139	110	118	102	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met plus Exemplary	80	88	74	48	28
Exemplary	27	42	37	2	0
Number of students tested	66	50	54	50	39
2. African American Students					
Met plus Exemplary	84	82	63	36	10
Exemplary	16	50	25	0	0
Number of students tested	31	22	24	22	21
3. Hispanic or Latino Students					
Met plus Exemplary	67				
Exemplary	25				
Number of students tested	12	7	5	7	6
4. Special Education Students					
Met plus Exemplary			36		
Exemplary			7		
Number of students tested	9	6	14	6	8
5. English Language Learner Students					
Met plus Exemplary	67				
Exemplary	25				
Number of students tested	12	6	8	9	7
6. Met plus Exemplary					
Exemplary					
Number of students tested					
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Educable Mentally Disabled Self Contained classroom took SC-Alt. In 2007-2008, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt. SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: PASS 2009-
2011/PACT 2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	85	92	36	41
PASS=Exemplary/PACT=Advanced	54	51	44	13	16
Number of students tested	116	111	106	100	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	4
Percent of students alternatively assessed	0	0	0	2	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	84	70	86	18	20
PASS=Exemplary/PACT=Advanced	40	30	34	8	9
Number of students tested	55	46	56	40	35
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	74	60	80	11	20
PASS=Exemplary/PACT=Advanced	30	24	24	6	12
Number of students tested	23	25	25	18	25
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested	9	4	7	7	5
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced		43			12
PASS=Exemplary/PACT=Advanced		7			6
Number of students tested	7	14	5	9	16
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested	7	6	8	9	4
6. PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT), was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, three students from a Profound Mentally Disabled Self Contained classroom and one student from an Educable Mentally Disabled Self Contained classroom took SC-Alt. In 2007-2008, two students from a Profound Mentally Disabled Self Contained classroom took SC-Alt. SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Test: Palmetto Assessment of State
Standards/Palmetto Achievement Challenge
5 Test

Edition/Publication Year: PASS 2009-2011/PACT
2007-2008

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	88	86	95	38	41
PASS=Exemplary/PACT=Advanced	44	52	43	1	2
Number of students tested	116	111	106	94	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	4
Percent of students alternatively assessed	0	0	0	2	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	82	76	95	23	14
PASS=Exemplary/PACT=Advanced	27	37	30	0	0
Number of students tested	55	46	56	35	35
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	91	68	92	13	8
PASS=Exemplary/PACT=Advanced	22	28	12	0	4
Number of students tested	23	25	25	16	25
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested	9	4	7	7	5
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced		43			0
PASS=Exemplary/PACT=Advanced		7			0
Number of students tested	7	14	5	3	16
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested	7	6	8	9	4
PASS=Met+Exemplary/PACT=Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, three students from a Profound Mentally Disabled Self Contained classroom and one student from an Educable Mentally Disabled Self Contained classroom took SC-Alt. In 2007-2008, two students from a Profound Mentally Disabled Self Contained classroom took SC-Alt. SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	89	85	84	38	40
PASS=Exemplary/PACT=Advanced	55	47	40	18	14
Number of students tested	379	355	337	317	297
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	3	6
Percent of students alternatively assessed	0	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	83	75	74	18	22
PASS=Exemplary/PACT=Advanced	36	32	27	7	6
Number of students tested	173	158	163	139	120
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	70	64	63	13	13
PASS=Exemplary/PACT=Advanced	25	20	22	6	6
Number of students tested	71	79	77	66	66
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	61	34	0	0	0
PASS=Exemplary/PACT=Advanced	27	17	0	0	0
Number of students tested	36	23	21	19	17
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	15	36	28	6	6
PASS=Exemplary/PACT=Advanced	0	8	0	6	3
Number of students tested	26	33	28	32	31
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	64	32	0	0	0
PASS=Exemplary/PACT=Advanced	29	16	0	0	0
Number of students tested	34	25	25	26	17
6.					
PASS=Met+Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt, an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					

12SC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	90	90	91	55	50
PASS=Exemplary/PACT=Advanced	55	59	53	5	3
Number of students tested	379	355	336	305	297
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	3	6
Percent of students alternatively assessed	0	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	83	84	85	42	30
PASS=Exemplary/PACT=Advanced	38	45	39	1	0
Number of students tested	173	158	163	129	120
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	83	81	79	37	15
PASS=Exemplary/PACT=Advanced	21	36	27	0	1
Number of students tested	71	79	77	61	66
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	61	39	0	0	0
PASS=Exemplary/PACT=Advanced	36	26	0	0	0
Number of students tested	36	23	21	18	17
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	23	39	18	18	0
PASS=Exemplary/PACT=Advanced	0	12	3	0	0
Number of students tested	26	33	27	21	31
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	64	40	0	0	0
PASS=Exemplary/PACT=Advanced	38	23	0	0	0
Number of students tested	34	25	25	25	17
6.					
PASS=Met+Exemplary/PACT=Proficient+Advanced	0	0	0	0	0
PASS=Exemplary/PACT=Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<p>NOTES: South Carolina's state assessment was changed in 2008-2009. The previous test, Palmetto Achievement Challenge Test (PACT) was replaced with Palmetto Assessment of State Standards (PASS). For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The terms for PASS are Not Met, Met, and Exemplary. Met is equivalent to Proficient, and Exemplary is equivalent to Advanced. For the years of 2007 and 2008, Palmetto Achievement Challenge Test (PACT) was used. The terms are Below Basic, Basic, Proficient, and Advanced. In 2006-2007, one student from a Profound Mentally Disabled Self Contained classroom took SC-Alt, an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations.</p>					