

PART I - ELIGIBILITY CERTIFICATION

12SC2

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 26 Elementary schools (includes K-8)
 (per district designation): 10 Middle/Junior high schools
15 High schools
0 K-12 schools
51 Total schools in district
2. District per-pupil expenditure: 8565

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: 19
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	35	20	55		6	0	0	0
K	71	83	154		7	0	0	0
1	82	74	156		8	0	0	0
2	62	67	129		9	0	0	0
3	83	69	152		10	0	0	0
4	88	60	148		11	0	0	0
5	68	65	133		12	0	0	0
Total in Applying School:								927

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
8 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
5 % 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: 10%
 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.	59
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	96
(4)	Total number of students in the school as of October 1, 2010	927
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 5%
 Total number of ELL students in the school: 42
 Number of non-English languages represented: 8
 Specify non-English languages:

Spanish, Pohnpeian Telugu, Tagalog, Arabic Gujarati, and Micronesian Chinese

9. Percent of students eligible for free/reduced-priced meals: 67%

Total number of students who qualify: 623

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 are students on free/reduced lunch AND on Medicaid.

10. Percent of students receiving special education services: 16%

Total number of students served: 148

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>2</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>56</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>25</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>1</u>
Classroom teachers	<u>46</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>3</u>
Paraprofessionals	<u>29</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>16</u>	<u>5</u>
Total number	<u>103</u>	<u>12</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:

22:1

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	97%	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? Before 2007

Imagine a garden where a variety of seeds have been scattered and rates of growth vary. Whether seed, seedling, or flower, one marvels at each stage of development. This garden, Forestbrook Elementary, built in 1988 in a suburban community of Myrtle Beach, South Carolina serves over 900 students in grades 4K-5. We have a very diverse student population with Caucasian, African-American, Hispanic, Asian, and Middle Eastern students. The school's attendance area includes two large federally-subsidized apartment complexes, 23 mobile home parks, and modest suburban homes. The majority of our parents hold hourly-wage, tourist-related positions. When the tourist season ends, many parents become unemployed. The number of students qualifying for free/reduced-price lunch continues to rise as parents face unemployment. About 10% of our students are transient. Our school is also diverse in terms of student academic abilities. Approximately 20% of our students in grades 3-5 were identified as gifted and talented; 16% of our students have special education needs. We take great pride in the diversity of our "seeds" because it is this diversity that brings beauty to our garden.

We *cultivate* our garden with our following vision: *Forestbrook Elementary will create and support a safe, caring learning environment in which all children and adults feel welcomed, respected, and an important part of the school community. We believe each child deserves to be successful. Our family centered environment strives to develop confidence in students as we learn together, support one another, value differences in others, and become responsible citizens.* It is in the core of our mission to always remember that "before you reach the mind, you must first touch the heart."

Our children are the seeds that sprout when planted in our warm, sunny environment. The success of our garden is determined by a variety of proven strategies and practices. Teachers have high expectations that they will reach-not just teach our students. Our positive school climate is a result of establishing a brain-compatible learning environment. Children are welcomed at the door into their warm, home-like classrooms. Charted procedures provide consistent expectations and posted agendas serve as organizational tools for the day's learning. Teachers provide opportunities for interaction among students as they share during morning community circles. Classroom agreements such as active listening, appreciation (no put-downs), mutual respect, and personal best are posted, modeled, and practiced. Desks are grouped into collaborative learning clubs to facilitate communication and problem-solving. Using music and movement are strategies we use to help our students retain concepts. Students are provided daily small group instruction and tutoring. Because our environment is warm and inviting, children are happy, and our parents feel welcome. Many parents participate in school functions, serve as volunteers, and are active in fundraising. Our parent/teacher communication is strong. Parents attend data conferences where teachers communicate strengths and strategies to remediate any weaknesses. Teachers have facilitated these conferences by extending their school day and making home visits. As a result, Forestbrook has had 100% conference participation for the past five years. Forestbrook also has a strong leadership team. In addition to weekly grade-level meetings, administrators and curriculum coaches facilitate Professional Learning Communities two hours monthly for the purpose of analyzing data and discussing high yield strategies that improve instruction. The continuous refinement of teaching and learning based on students' needs allows us to be strong academically. Staff development is also provided based on grade-level needs and district initiatives. *Our teachers are like gardeners- constantly updating their gardening techniques to ensure a healthy, successful crop.*

Forestbrook is reaping its harvest of academic excellence by being recognized for the past ten years with an Excellent rating on the South Carolina School Report Card and receiving The Palmetto Gold Award (our state's highest honor). Our school has been recognized every year for closing the achievement gap on standardized test scores for historically underachieving groups. Despite the high number of students coming from disadvantaged backgrounds, Forestbrook has ranked at the top percent of schools in the state in terms of student achievement as measured by Palmetto Assessment of State Standards. For schools with similar demographics, we have rated number one in the state for several years. Maintaining

academic excellence with all subgroups is also a strength of our school. Our students coming from historically lower-scoring demographic groups have significantly out-performed schools with similar populations. Awards we have celebrated include Palmetto's Finest Award (for being the top elementary school in the state), and the U.S. Department of Education National Blue Ribbon Schools recognition (twice received). *Though we are proud of our academic success, we are most proud of our "gardeners" - our family of dedicated students, parents, and teachers who do whatever it takes to "grow" all students.*

1. Assessment Results:

Forestbrook's "garden" requires a standardized measure to assure it will provide a bountiful harvest. This measure, **Palmetto Assessment of State Standards (PASS)** provides the accountability measure used to evaluate student performance on our state's curriculum standards. The Education Accountability Act, revised in May 2008, provided for the development of this new statewide assessment program. In 2009, it replaced **The Palmetto Achievement Challenge Test (PACT)**. Both PACT and PASS are criterion referenced, rigorous assessments that link to our state standards. Academic standards include indicators or statements of the specific content knowledge and skills that students must demonstrate to meet grade level standards.

All students in grades 3-5 take reading and mathematics assessments. In addition, all students in grade 4 take social studies and science, while students in grades 3 and 5 are randomly selected to take either the science or social studies. For each **PASS** test, three overall performance levels are reported:

- **Exemplary-** The student demonstrated exemplary performance in meeting grade standard.
- **Met-** The student met grade level standard.
- **Not met-** The student did not meet grade level standard.

The final administration of PACT was spring 2008. Students were assessed in grades 3-5 in four core academic areas: ELA, mathematics, science, and social studies. For each PACT test, four overall performance levels were reported:

- **Advanced-** The student exceeded grade level.
- **Proficient-** The student met grade level standard and is well prepared for work at the next level.
- **Basic-** The student met grade level standard and is minimally prepared for work at the next level.
- **Below Basic-** The student did not meet grade level expectations.

How does our garden grow? Our "garden of learning" has shown remarkable achievement since the onset of both of these assessments. Forestbrook has been recognized by the South Carolina Department of Education for closing the achievement gap each of the past five years. This recognition is awarded to schools demonstrating high percentage achievement gains with historically underachieving students. We have been rated Excellent on the Annual Report Card Absolute Rating and Excellent on our Growth Rating each of the past five years. Adequate Yearly Progress has been met yearly. Forestbrook has also been identified as a Gold School each year by The Palmetto Gold and Silver Awards Program. This recognition goes to the state's schools with the highest levels of student academic achievement and the fastest rates of improvements. An analysis of assessment data both on PACT and PASS over the last five years indicates Forestbrook has significantly exceeded the state scores in both reading and mathematics in all grades and subgroups. In the most recent years of assessment, 2011, 100% of both ELA and mathematics students identified as disabled were assessed on grade level. Our disabled subgroup scores exceeded scores across our state, with 85% meeting or exceeding performance goals in ELA and 83% in math. Because these scores were more than 10 points lower than our overall school averages, our data team closely monitors our disabled group. To improve performance, our special education teachers are receiving additional training in research-based reading and math programs to better assist their students

who need intensive intervention. Our district has also provided each school a reading interventionist to work with our most intensive students in small groups and for a longer period of time. Students are mainstreamed according to their Individualized Education Plans. Teachers provide a high level of support and then gradually release responsibility, but at all times the students are held to a high standard. Communication between parents and teachers occurs regularly. Parents are encouraged to take an active role in their child's education. Students' strengths are shared and strategies to remediate weaknesses are communicated. These collaborative efforts increase success. Although we have closed the achievement gap significantly in all areas, we continue to strive for gains.

While we celebrate our previous years of success - *our harvest*, we also analyze the factors that contributed to our significant gains. At Forestbrook, the continuous process of assessment involves high expectations that every child will learn. *Our staff knows it is not about if the seed will sprout, but when.* Professional development days are scheduled prior to the start of school to provide time for the analysis of assessment data. Teachers meet individually and by grade levels with the principal and the Data Team to determine patterns of strengths and weaknesses of previous students and to reflect on their teaching. Because we believe teachers are our greatest resources and need time to grow and learn from one another, teachers meet weekly by grade-levels. In addition, our administration provides time for our instructional coaches to facilitate two hours of monthly grade-level staff development. These Professional Learning Communities continuously monitor student achievement and discuss instructional strategies that yield high results. Teachers have also used this time to review brain compatible strategies, plan for active engagement, develop literacy stations, plan for differentiated instruction, and discuss intervention progress. Another contribution to our success in reading and math is that our school raised money to provide a reading interventionist for each grade. Before, during, and after school tutoring is offered as well. Our administrative team has high expectations of teachers. Teachers have high expectations of students, and students have high expectations of themselves. Our school culture shows *Forestbrook is committed to planting the seeds for success with high expectations that all students will bloom!*

2. Using Assessment Results:

Soil samples are analyzed to determine if soil is rich in nutrients. Likewise, assessment data is analyzed to determine student performance. Forestbrook school administrators, and staff use information provided by district mandated assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), ORF (Oral Reading Fluency), MAP (Measures of Academic Progress), and Reading, Math, Science, and Social Studies Benchmark Assessments. Tests are administered at the beginning of the school year and progress monitored throughout. Our K/1 students are assessed by DIBELS measures. Students who do not meet district benchmarks are placed in early literacy intervention. Small group lessons are tailored to meet individual needs and each student's progress is closely monitored. Students in grades 2-5 are assessed by ORF and MAP three times a year. The RTI (Response to Intervention) Team then analyzes data derived from all diagnostic measures for placement in specific programs. Using grade level benchmark goals and district and state guidelines students may qualify for reading and/or math intervention or enrichment programs. Results from mandated district assessments are plotted and displayed on a data board where teachers can visually see how students are progressing and strategize how to better move them forward on the continuum of learning.

Data helps us facilitate "crop" rotation. Because our assessment drives our instruction and our students have ever-changing needs, our teachers provide differentiated instruction. Classroom teachers plan their small group instruction based on lesson assessments and unit assessments. They also use a document that correlates our state standards with skills assessed on MAP. Its purpose is to provide teachers with a tool for differentiation for small needs-based instruction, and can be used to scaffold or extend learning. After MAP assessment, students are placed at their appropriate skill level in Compass Learning, a computer program that is used daily in classrooms and in our technology labs for tutorial support. Assessment results also identify accelerated students for a pre-line algebra course provided before school. Teachers meet monthly to analyze data and plan instruction for those that need support or enrichment. All teachers have laptops they bring to meetings so data is always easily accessible to analyze. Student performance is a continuous process and instruction must "*stem*" from assessment.

Communication begins prior to assessment. Parents can access curriculum standards through the student handbook and on the school, district or state web pages. A School Summary Report is provided to parents which includes school, district, and state assessment results on all standardized and criterion-referenced tests. Each fall the Forestbrook Elementary School Annual Report Card is mailed to every parent to provide general information about the school and display the school's performance and improvement rate. It also provides trends of the school's performance over the past years and details of the school's student achievement data by content area and by student demographic groups. This data is also published and explained in local newspapers, the school newsletter, and school district and state web sites. Our school's daily digital announcements provide important testing dates and test-taking tips.

All teachers hold an open house prior to school starting and many grade-levels provide informational meetings where Power Points are created to explain to parents and students our district initiatives. Communication of student progress continues through scheduled conferences, phone calls, e-mails, and notes. Fall Personalized Learning Plan conferences are held to provide parents information on their children's current performance levels and teachers discuss strategies with parents that they can use at home to help support their child's growth. We require 100% participation, therefore, teachers and administrators make home visits to involve parents that do not attend. Home reports are sent to parents for standardized, criterion-referenced, and diagnostic tests. Our school data team also reviews student test data with teachers and prepares them to communicate results with parents. This team is also available to assist in answering parents' questions as needed. Test results are also summarized and presented in the annual school report for our School Improvement Council, PTA, Local Advisory Board, and School Board. Parents review assessment data twice quarterly through interim reports and report cards. However, parents can access their child's grades on a daily basis electronically through the parent portal of Power School, a software program. Keeping all our stakeholders informed increases involvement as we work together to promote the highest level of success for the student. *All gardens have "stakeholders" to support their growing plants.*

3. Sharing Lessons Learned:

At Forestbrook, we believe in "share"-cropping. The staff at Forestbrook believes that consistent and frequent interaction and collaboration with other educators in our district, state, and nation are the keys to our continuing success. Principals and curriculum coaches spend one day each month at the district office. Informational meetings are followed by break-out sessions where staff development and collaborative discussions are facilitated. We also share on Edmodo, a communication networking site. Recent school awards and outstanding student achievement data have sparked interest in our programs from schools across the nation. Our school has been a host school twice for a National School Improvement Conference that was held in Myrtle Beach. Our school welcomes visitors and has opened its doors in recent years to over a thousand educators. When visitors inquire about programs that have made a difference in our school, our administrative team and coaches eagerly answer questions about programs. Visitors are provided tours of the school and are encouraged to walk through classrooms and talk with teachers and students. We believe that we can also learn from our visitors, so we inquire about their successes. Our administrators and staff embrace invitations to present at local, state, and national conferences. Staff members have presented at national conferences in Spartanburg and Myrtle Beach, South Carolina; Biloxi, Mississippi; and Orlando and Tampa, Florida. This year our presentation included "Active Engagement Through Music and Movement." Staff members have also presented at Model-School Conferences in San Antonio, Texas and Orlando, Florida. The school's principal presented at the Council for Basic Education's Wing Spread Conference in Racine, Wisconsin. Several Forestbrook teachers have served as model teachers for Best of the Best Conferences in Lake Tahoe, Nevada and Seattle, Washington. Participants observed our teachers set up and model brain-compatible learning environments. Each year the district asks our teachers to discuss their learning environment with new teachers while the curriculum coach presents brain compatible strategies for our district's New Teacher Academy. Many of our teachers participate in "heart stories," a writing project developed by one of our teachers, where every student has the chance to invite a special guest from the community to their class to be interviewed by students. Our teachers provide information about the project to others and allow interested teachers to observe. Forestbrook Elementary programs have even appeared in national

publications such as Education Weekly, PC Teach It, and Basic Education. *Our harvest is plentiful; sharing is caring.*

4. Engaging Families and Communities:

Our family tree branches out to our families and communities. Our families and community provide a wealth of resources. Letting them know they are part of our team and valuing their input is critical. The community shows commitment by participating in the strategic planning process, School Improvement Council, Parent Teacher Association, and Local Advisory Board. We listen to parents and community members and make note of requests that will meet expressed needs. We also solicit information on the needs of families through surveys, feedback forms, and committee reports. Teachers provide tutoring before and after school and many volunteers provide tutorial assistance during the day. Because involvement is imperative for us, our school funds a Family Resource Coordinator whose primary role is to seek fundraising for the school and to build community connections between all stakeholders. The coordinator utilizes funds, volunteers, and business partners to help meet the needs of our students. Parents and community members provide their time and talents as tutors and guest speakers. Over 75 business partners assist in providing student incentives, playground equipment, books, landscaping, funds for study trips, and instructional materials such as technology equipment. There is also much collaboration among institutions, agencies, and groups. Our guidance counselor works closely with parents and helps link parents with community resources such as The Department of Social Services, Helping Hand, Habitat for Humanity, Big Brothers, Big Sisters etc. On site counselors for Rehabilitative Behavioral Services (RAP) meet with parents and teachers to provide support for severe behavioral challenges. Many of our partnerships have become of long lasting value to our school such as Kroger which provided resources to help us run and operate our own mini-store. We also have established a science museum with wildlife resources contributed by the community. A Project Adventure ropes course was donated and is used by our students and community to facilitate team building. Giving back through Service Learning is also important for us. We hold a community walk annually to raise money for March of Dimes and has been the top contributor for schools in our state for the past five years. Our annual Fall Festival connects community and school, and the talents of local musicians, dancers, and storytellers help us celebrate the arts during our yearly Spring Fling. Our true goal is establish a warm, caring environment where family and community members feel welcomed and appreciated. *Our garden is always open to the public!*

1. Curriculum:

One flower does not complete a garden just as one curriculum does not provide a comprehensive academic program. Forestbrook Elementary School's core curriculum draws from a wealth of documents, including national, state, and district standards that outline the basic knowledge and skills students are expected to master at each grade level and in content areas. The curriculum establishes high expectations for students to apply their knowledge in the areas of English language arts, mathematics, science, social studies, and the arts. Our district has created support documents and pacing guides to provide a framework for learning. Standards are emphasized and taught contextually at an application level. Data used to help make instructional decisions for individual students is provided by assessments such as CIRCLE (pre-k literacy), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), MAP (Measures of Academic Progress), ORF (Oral Reading Fluency), Everyday Math unit check-ups, and Imagine It reading benchmarks. In addition, our district has created science and social studies benchmarks based on our states' standards for grades 3-5. Teachers align curriculum and instruction and collaborate to plan engaging lessons using innovative strategies and integration of technology. Meaningful staff development based on district initiatives enhances quality instruction. At present, our school is beginning to examine The Common Core Standards. Our standards are challenging, but our teachers have high expectations that our students will not only master grade-level standards, but exceed them!

Forestbrook's rigorous language arts curriculum, based on state and national standards, helps us challenge every student. The curriculum focuses on literacy and informational text, research, writing, and building vocabulary. This is supported by our balanced literacy model which uses *Imagine It*, a comprehensive elementary reading and writing program. It is facilitated to meet the needs of all students through daily whole-class instruction, small flexible differentiated reading groups, and literacy work stations. The essential components of effective reading instruction (phonemic awareness/phonics, fluency, vocabulary, and comprehension) are the core of daily instruction. Writing, as well as speaking, listening, and critical thinking skills are integrated into our literacy component.

Forestbrook's mathematics curriculum is built upon state and national standards that embrace the recommendations of the National Council for Teachers of Mathematics and utilizes the University of Chicago's Everyday Math program which includes six strands: numeration systems, numerical concepts & operations, patterns & relationships, geometry, measurement, and probability & statistics. Teachers integrate problem-solving through daily math check-ups, teacher-directed lessons, student exploration and practice, and closure for processing the standards. Teachers also provide small group differentiated instruction. During this time gifted and talented students receive enrichment through M3 (Mentoring Mathematical Minds), and students needing support receive Number Worlds or Everyday Math pre-teaching or re-teaching.

Our science curriculum is integrated, collaborative, inquiry oriented, and grounded in the South Carolina Curriculum Standards and the National Standards in Science. We incorporate science kits into our curriculum which give the students numerous opportunities for exploration, active involvement, and application of higher order thinking skills.

South Carolina Curriculum Standards for social studies are based on national standards and are organized around the concepts of citizenship, history, economics, and geography. Common Core Standards are being introduced this year.

Forestbrook's related arts program includes music, art, physical education, and technology. The curriculum is integrated and grounded in the South Carolina Frameworks for the Arts, also based on national standards. Our special area teachers collaborate with classroom teachers to align thematic studies with grade appropriate standards. Music instruction includes keyboards, chorus and guitar. Technology

standards are integrated into all instructional units and students use technology labs, classroom technology stations, SMART Boards, iPads, and iPods to practice skills, research, create visuals, and publish work.

2. Reading/English:

Forestbrook has implemented a balanced literacy program *rooted in* best practices. The self-selected component helps students develop reading for sustained periods of time and allows choice. Shared reading allows the teacher to model comprehension and fluency strategies with fiction and nonfiction text. Phonics and vocabulary skill instruction is integrated into reading and writing. We added guided reading based on Reading Recovery theory to provide small flexible group instruction based on need. Recently our district provided *Imagine It*, a comprehensive literacy program based on solid pedagogy of how children best learn to read. While it sparks children's natural curiosity and imagination, it's also thematic which builds schema. This curriculum provides online resources for parents and teachers, interactive technology, fiction/nonfiction leveled texts, and intervention and challenge activities for differentiation to meet all children's needs. District pacing guides and the sequence of the units provide consistency for students who transfer between schools in our district.

Comprehension is facilitated as students preview, read for a purpose, and use strategies such as visualizing, making connections, summarizing, etc. Vocabulary is introduced in a short text so students can learn and apply vocabulary strategies like context clues, word structure and apposition. Graphic organizers provide a visual tool for skills such as cause and effect or main idea/details. Students are benchmarked through diagnostic literacy assessments. Data is analyzed and students are grouped according to specific intervention needs. We offer intensive intervention programs such as Burst and Passport, and provide support to less intensive students with pre-teaching or re-teaching of their core instruction. Students take Measures of Academic Progress (MAP) tests and immediate results are reported online. Teachers use the Lexile level results to help match students to appropriate text and provide differentiated instruction. Teachers can plan instruction for small groups by targeting where their students fall on the Continuum of Learning. Students are placed at their appropriate skill level in Compass Learning which is used as a technology station in classrooms and our six computer labs. *Read Naturally*, a computer based fluency program is offered as well. Students above grade level are challenged by our gifted and talented program, and students who have mastered grade level skills are introduced to more difficult skills on the continuum of learning. Teachers are able to release more responsibility to above grade level students through extension activities or self-led literature circles. *In our garden of learning, reading buds!*

3. Mathematics:

The upward growth of our students in math *stems* from our students "thinking and doing" math. The South Carolina Standards for Mathematics provide the framework, while Everyday Mathematics is the core component used for the delivery of math instruction in all grades. This research based curriculum spirals and includes features such as daily check-ups, teacher directed lessons and student practice. Emphasis is placed on real-life problem solving through investigations that encourage reasoning, communicating, and use of math tools such as calculators, rulers, and geometric templates. Technology greatly enhances this curriculum as teachers use their SMART Boards to display visuals, online math tools, video clips, and interactive games. To provide further engagement, classrooms have sets of student whiteboards and dry erase markers so teachers can observe and assess individual student understanding.

To monitor mathematics progress of students, our school's data team meets with teachers to analyze and disaggregate data from formal assessments such as Measures of Academic Progress (MAP), and Palmetto Assessment of State Standards (PASS). All students receive Everyday Math, our core instruction, which includes a warm-up activity, daily check-up, teacher-directed lesson and student practice. There is also a separate period during the day for math differentiation. Teachers match students' skill knowledge to instruction based on state standards or The Continuum of Learning that supports MAP growth. A teacher facilitates daily small flexible groups, while other students practice math drills, play instructional

games, or utilize computer programs such as Compass Odyssey or Larson's Math to reinforce skills. Our special education teachers deliver an intensive program using Number Worlds, and our Gifted and Talented teachers deliver Mentoring Mathematical Minds (M3) which requires students to work at a higher level of Bloom's Taxonomy. High performing students who are not identified as Gifted and Talented receive this accelerated math instruction as well. They can also participate in an online pre-algebra course before school. Additional funds raised help pay tutors who support students before, during, and after school in our technology labs. Students are progress monitored and when intensive support is not successful, they are referred to our Response to Intervention Team for further evaluation. Additional math enrichment is provided for students to apply their math skills in a real world situation as 4-5 graders operate our Panther Mini-Store and all students have the opportunity to make purchases. *One of our many school successes is "planting math" daily through integration.*

4. Additional Curriculum Area:

Our *garden manual* for science is designed to incorporate the National Standards in Science and South Carolina Curriculum Standards. Our school's vision centers on student success and developing confidence in students as they learn together. Our science curriculum is collaborative, inquiry-oriented, and provides students with developmentally appropriate, meaningful content experiences in Life, Earth, and Physical Science. Rich experiences and immersion of science content help students develop and apply concepts. Our cafeteria mural reflects cultural diversity, while the hall murals immerse students in the unique physical characteristics of different wildlife habitats and the diversity of life found there. Study trips provide experiences for students prior to formal instruction to help students build schema for concepts and to provide opportunities for making connections between the experiences and science text. Students visit local environmental centers and state parks. Fifth graders even travel annually to Florida prior to studying ecosystems and swim with the manatee. The Children's Museum of South Carolina offers introduction or supplemental hands-on science outreach programs based on our state standards and tailored to our students' instructional needs. Knowledgeable instructors set up and provide the interactive programs at our school. First and fourth graders experience, *Digitalis Planetarium*, while our third graders experience *Introduction to Rocks*. Our district provides science kits with supplies and text to supplement our science standards. For example, 2nd graders learn about the life cycle of a butterfly by actually hatching them. We use the school grounds to also provide experiences. Students and teachers have created a turtle pond, compost station, butterfly garden, recycling, and weather station. Our school also initiated Science Safari, our own science museum funded by donations from our community such as taxidermists and entomologists. Students visit the museum, inquire, research, and communicate findings. Our teachers provide inquiries using the discovery method which contributes to the acquisition of the scientific process skills. Collaborative learning stations and science journaling help students summarize their learning. Teachers also use music and movement to help students retain concepts. One group of students visited a recording studio to record songs written to teach science concepts. Web resources, such as Discovery Learning, allow teachers to access videos, songs, and interactive games. Science immersion days are popular with students as they rotate through stations directed by teachers, parents, and volunteers. Each learning task is directly related to a standard. Children's natural curiosity continues to *sprout* at Forestbrook.

5. Instructional Methods:

Forestbrook is committed to meeting the needs of all its students by using a variety of *garden tools*. Teachers make it a priority to vary instructional methods and provide differentiated instruction. Visuals and graphic organizers meet the needs of students who are strong in spatial and mathematical intelligences. To meet the needs of those students having interpersonal and intrapersonal strengths, students' desks are grouped together to facilitate collaboration, however opportunities are also provided for personal reflection and independent thinking. Songs and movement engages the musical and bodily-kinesthetic learner. Body-mapping techniques assist students in retaining concepts through episodic memory. Teachers differentiate instructional methods, and the level of instruction or support. Because data drives our instruction, administrators, curriculum coaches, and teachers meet to analyze data from assessments in early literacy skills, reading fluency, and Measures of Academic Progress (MAP). We

have a reading interventionist funded by our district to provide intervention to students below benchmark. Students are continuously progress monitored and assessment information can be accessed online. Our K/1 assessment site generates groups with similar skill acquisition and provides instructional lessons. Knowing small flexible grouping is valuable and that at times other students need support, our school raises funds to provide additional interventionists at each grade level. This has helped tremendously to provide support and challenge. We schedule students according to needs. For example, one interventionist has a technology lab time to facilitate a fluency program, Read Naturally. At another time, a small group of kindergarteners are challenged in a small guided reading group using higher leveled text. Many teachers use Compass Odyssey and Larson's Math to provide differentiated reading and math instruction since students are placed by their skill levels. Six computer labs are available for use. Literacy and math stations occur daily in classrooms and are differentiated as well. For example, a group of third graders, who do not pull out for gifted and talented are given more independence as they participate in student-led literature circles. Many students are challenged with Gifted and Talented curriculum and participate in online pre-algebra before school. Our teachers tutor before and after school. Students not progressing are referred to our Response to Intervention Team for further evaluation. Special education students have Individualized Learning Plans; All Forestbrook students have Personalized Learning Plans that are shared with parents. *Growth rates vary, but all our teachers have high expectations that all our "seeds" bloom!*

6. Professional Development:

Forestbrook is *well-rooted* in implementing innovative instructional strategies and providing on-going professional support through training and resources. Teachers develop individualized professional growth goals which are aligned to their Goals Based Evaluation Plans, professional development, and data results. Curriculum coaches and principals from all schools attend monthly district meetings where information is provided and break-out sessions offer collaborative staff development opportunities. One focus is on providing reading support through interactive literacy stations and differentiated instruction in small guided reading groups. Another focus is using the web resource, Discovery Learning. District staff development days allow teachers throughout the year to attend specific sessions for training or support of academic programs. At present, new Common Core Standards are being introduced. Our staff participated in week-long summer staff developments such as Model Teaching Weeks and Reading Seminars which allows teachers to observe master teachers with students. Consultants also support curriculum and instruction by modeling lessons and providing feedback after observations. Teachers grow when they see teaching experiences first-hand. School-wide staff development days scheduled throughout the year allow our teachers to revisit the elements that significantly impact student learning based on brain research such as the emotional and physical environment, collaboration, and using multiple intelligences like music and movement to enhance learning. Our school maintains Professional Learning Communities which meet monthly for two hours with the administrator and curriculum coaches to analyze data and discuss instructional strategies. This is in addition to weekly team collaborative meetings. Many of these sessions include district curriculum specialists or consultants. For example, our fourth grade is being supported in teacher-led data teams by a national consultant, while our fifth grade teachers are receiving training on newly acquired iPads from our district technology specialist. Technology trainings occur regularly and have greatly facilitated the use of laptops and SMART Boards. Our Professional Learning Community Teams also participates in book studies. After reading, *Classroom Instruction That Works*, teachers incorporated more graphic organizers and other research-based strategies for increasing student learning. Teachers have grown in their deliverance of curriculum whether it is by reflecting on best practices while pursuing National Board Certification or by reflecting on teaching after observation and feedback from coaches and administrators. Our teachers know their greatest resources are each other and their time for collaboration and staff development is valuable. *Staff development is the fertilizer that supports growth.*

7. School Leadership:

Our administrators serve as excellent role models for keeping everyone's eye on the "*harvest*" - improved student learning. Our principal and assistant principals monitor and evaluate instruction and set

instructional goals. Leadership at Forestbrook is not associated with superiority; nor does the administration hold all the decision-making power. Like a mighty oak, our school leadership team provides a strong base for support; collaborative efforts best serve our students. Our school environment is structured to be positive and productive. Trust and open communication let stakeholders know they are valued. Our school culture shows there is “unity in community” as community members, parents, and staff share in decision making. Community members have a voice through the Strategic Planning Process, School Improvement Council and Local Advisory Board which all help to determine priorities, goals and objectives for our school. Our Parent Teacher Association actively raises funds and seeks contributions for needed resources. Our principal allocates funds for needed instructional materials. Grant writing is shared by the staff. To share the responsibility of decision making, the administration assembled a leadership team which consists of administrators, curriculum coaches, and teacher leaders. Together they attend district leadership sessions, ensure alignment of curriculum and assessment, assist in gathering and analyzing data by strengths and weaknesses, determine staff development needs, and allocate funds based on student needs. The leadership team brings high energy and a sense of humor to its Forestbrook family. Our administration communicates the school’s mission of maintaining a brain-compatible learning environment and ensures it is shared and supported by the school community. Life Skills are posted and modeled to show character building is as important as academics. Teachers are empowered to make instructional decisions based on best practices and are held accountable for the achievement of high standards and continuous improvement. Administrators and curriculum coaches are highly visible in classrooms and offer constructive feedback. Each grade has a chairperson who disseminates information. Administrators provide leadership opportunities as teachers serve on committees or share at regularly scheduled staff meetings. Inclusion activities are facilitated to build a sense of congeniality among staff. Weekly grade level team meetings allow teachers to dialogue and reflect on teaching and learning as they monitor and adjust instructional plans. Additional time is set aside monthly for grade level professional communities to meet with administrators and curriculum coaches. Our administrative team is passionate about developing the best in staff. *From tall oaks, acorns grow.*

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Palmetto Assessment of State (PASS) /
3 Standards/Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	95	97	96	71	75
Exemplary/Advanced	80	86	75	58	61
Number of students tested	147	132	122	126	132
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	95	95	93	59	67
Exemplary/Advanced	75	82	64	44	59
Number of students tested	75	62	58	46	46
2. African American Students					
Met and Exemplary/Proficient and Advanced	100	91	92		
Exemplary/Advanced	82	82	77		
Number of students tested	11	11	13	7	7
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	92				50
Exemplary/Advanced	69				50
Number of students tested	13	8	8	8	10
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	80	82	80	33	31
Exemplary/Advanced	40	71	45	29	19
Number of students tested	25	17	20	21	26
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested	7	8	6	8	7
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
In 2008-2009 school year, the state assessment changed from 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. 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					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards (PASS)
3 /Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	97	96	98	94	91
Exemplary/Advanced	82	88	81	59	53
Number of students tested	146	132	112	116	112
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	96	94	96	95	86
Exemplary/Advanced	77	87	80	48	43
Number of students tested	74	62	50	40	37
2. African American Students					
Met and Exemplary/Proficient and Advanced	100	91	100		
Exemplary/Advanced	91	73	83		
Number of students tested	11	11	12	6	7
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	92				
Exemplary/Advanced	67				
Number of students tested	12	8	7	7	7
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	88	71	90	75	
Exemplary/Advanced	48	65	60	25	
Number of students tested	25	17	10	12	8
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested	6	8	5	7	5
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
In 2008-2009 school year, the state assessment changed from 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. Http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Palmetto Assessment of State (PASS) /
4 Standards/Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	97	95	96	74	75
Exemplary/Advanced	79	66	75	50	52
Number of students tested	139	123	122	127	118
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	94	93	93	60	63
Exemplary/Advanced	72	57	64	34	55
Number of students tested	65	58	58	53	40
2. African American Students					
Met and Exemplary/Proficient and Advanced		83	92	80	65
Exemplary/Advanced		50	77	30	35
Number of students tested	8	12	13	10	17
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	91			40	
Exemplary/Advanced	46			30	
Number of students tested	11	9	8	10	7
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	81	73	65	26	25
Exemplary/Advanced	38	36	30	5	8
Number of students tested	16	22	20	19	12
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced	90			46	
Exemplary/Advanced	30			27	
Number of students tested	10	6	7	11	3
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
<p>In 2008-2009 school year, the state assessment changed from 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. Http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State (PASS) /
4 Standards/Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	94	89	96	79	83
Exemplary/Advanced	67	63	61	22	22
Number of students tested	139	123	128	113	108
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	89	86	98	76	70
Exemplary/Advanced	57	53	57	13	15
Number of students tested	65	58	46	45	33
2. African American Students					
Met and Exemplary/Proficient and Advanced		92		80	79
Exemplary/Advanced		58		10	36
Number of students tested	8	12	8	10	14
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	82				
Exemplary/Advanced	55				
Number of students tested	11	9	6	8	7
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	63	55	71		
Exemplary/Advanced	25	23	36		
Number of students tested	16	22	14	5	4
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced	80				
Exemplary/Advanced	40				
Number of students tested	10	6	6	9	3
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
<p>In 2008-2009 school year, the state assessment changed from 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. Http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Palmetto Assessment of State Standards (PASS) /
5 Standards/Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	94	96	93	78	80
Exemplary/Advanced	75	64	66	49	46
Number of students tested	129	140	113	114	120
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	91	98	96	70	60
Exemplary/Advanced	64	53	53	38	30
Number of students tested	67	59	49	47	47
2. African American Students					
Met and Exemplary/Proficient and Advanced	100	92	90	69	
Exemplary/Advanced	64	33	80	25	
Number of students tested	11	12	10	16	5
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	90				
Exemplary/Advanced	80				
Number of students tested	10	8	9	8	6
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	71	82	68	27	40
Exemplary/Advanced	29	6	14	13	20
Number of students tested	21	17	21	15	10
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested	8	8	9	5	6
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
<p>In 2008-2009 school year, the state assessment changed from 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. Http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards (PASS)
5 /Palmetto Achievement Challenge Test (PACT)

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 and Exemplary/Proficient and Advanced	96	97	94	72	75
Exemplary/Advanced	66	61	57	10	11
Number of students tested	129	140	113	101	112
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	94	95	96	63	60
Exemplary/Advanced	61	51	49	8	0
Number of students tested	67	59	49	38	42
2. African American Students					
Met and Exemplary/Proficient and Advanced	100	92	90	69	
Exemplary/Advanced	55	42	70	15	
Number of students tested	11	12	10	13	5
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	90				
Exemplary/Advanced	40				
Number of students tested	10	8	9	7	5
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	81	82	76		
Exemplary/Advanced	33	6	19		
Number of students tested	21	17	21	3	3
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested	8	8	9	4	5
6.					
Met and Exemplary/Proficient and Advanced					
Exemplary/Advanced					
Number of students tested					
NOTES:					
<p>In 2008-2009 school year, the state assessment changed from 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. Http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met and Exemplary/Proficient and Advanced	95	96	95	74	76
Exemplary/Advanced	78	71	72	52	53
Number of students tested	415	395	357	367	370
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	93	95	93	62	63
Exemplary/Advanced	70	64	60	38	47
Number of students tested	207	179	165	146	133
2. African American Students					
Met and Exemplary/Proficient and Advanced	73	88	91	57	38
Exemplary/Advanced	53	54	77	21	20
Number of students tested	30	35	36	33	29
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	91	0	0	15	21
Exemplary/Advanced	64	0	0	11	21
Number of students tested	34	25	25	26	23
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	77	78	70	28	31
Exemplary/Advanced	35	37	29	16	16
Number of students tested	62	56	61	55	48
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced	36	0	0	21	0
Exemplary/Advanced	12	0	0	12	0
Number of students tested	25	22	22	24	16
6.					
Met and Exemplary/Proficient and Advanced	0	0	0	0	0
Exemplary/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12SC2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met and Exemplary/Proficient and Advanced	95	94	95	82	83
Exemplary/Advanced	71	70	66	31	28
Number of students tested	414	395	353	330	332
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met and Exemplary/Proficient and Advanced	93	91	96	78	71
Exemplary/Advanced	65	64	62	22	18
Number of students tested	206	179	145	123	112
2. African American Students					
Met and Exemplary/Proficient and Advanced	73	91	70	58	42
Exemplary/Advanced	53	57	56	10	19
Number of students tested	30	35	30	29	26
3. Hispanic or Latino Students					
Met and Exemplary/Proficient and Advanced	88	0	0	0	0
Exemplary/Advanced	54	0	0	0	0
Number of students tested	33	25	22	22	19
4. Special Education Students					
Met and Exemplary/Proficient and Advanced	79	68	77	45	0
Exemplary/Advanced	36	30	33	15	0
Number of students tested	62	56	45	20	15
5. English Language Learner Students					
Met and Exemplary/Proficient and Advanced	33	0	0	0	0
Exemplary/Advanced	16	0	0	0	0
Number of students tested	24	22	20	20	13
6.					
Met and Exemplary/Proficient and Advanced	0	0	0	0	0
Exemplary/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12SC2