

PART I - ELIGIBILITY CERTIFICATION

12SC5

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

12SC5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 19 Elementary schools (includes K-8)
 (per district designation): 9 Middle/Junior high schools
9 High schools
0 K-12 schools
37 Total schools in district
2. District per-pupil expenditure: 6083

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: 3
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	0	0	0		6	69	83	152
K	0	0	0		7	62	60	122
1	0	0	0		8	45	67	112
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								386

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
29 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % 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: 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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1, 2010	333
(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: 2%
 Total number of ELL students in the school: 7
 Number of non-English languages represented: 4
 Specify non-English languages:

Japanese, Portuguese, Spanish and Tagalog

9. Percent of students eligible for free/reduced-priced meals: 52%

Total number of students who qualify: 200

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.

The 52% includes students on free/reduced lunch and on Medicaid.

10. Percent of students receiving special education services: 9%

Total number of students served: 36

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</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>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>5</u>
Total number	<u>38</u>	<u>9</u>

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

16:1

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	0%	0%	0%	0%	0%

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

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?

Marrington Middle School of the Arts (MMSOA), serving students from across the county in grades six through eight, is located in Berkeley County, South Carolina. MMSOA became an arts-focused magnet school in 2006. The school has increased its enrollment from 320 to 405, a 27% growth rate. MMSOA serves students whose parents are stationed at the Naval Weapons Station and rising sixth grade students from Howe Hall Arts Infused Magnet School. Students who audition and are accepted in the Berkeley County Special Talent Enrichment Program (STEP), which is a fine arts program for identified artistically gifted and talented students, may attend MMSOA as a magnet student. The criterion for acceptance into this program includes both fine and performing arts skill sets.

MMSOA shares the Berkeley county district-wide vision: “To challenge and empower our students to be successful in a highly competitive world.” The district wide mission is “Building upon our rich Low country traditions, we will ignite, in every student, a passion for life-long learning. Through dynamic instruction, creative partnerships, and exceptional support, we will foster opportunities for each student to build a legacy of success.” These statements are proudly displayed in every room to remind all faculty of our passion for learning.

Academic excellence is one of MMSOA’s strengths. Since the establishment of an arts-focused curriculum in 2006, the school has made Adequate Yearly Progress (AYP) for five consecutive years. MMSOA earned South Carolina’s Palmetto Silver Award every year from 2005 to 2008. Student achievement continued to soar resulting in MMSOA receiving the prestigious Palmetto Gold Award in the 2008-2009 school year. In 2010-2011 MMSOA received the Palmetto Gold Award for student achievement and for closing achievement gaps. For the last five years, MMSOA Algebra I students have had a 100% passage rate on the End of Course exam. For the last two years, Honors English I students have also had a 100% passage rate. In 2011, 75% of eighth grade students earned at least one high school Carnegie unit credit toward their high school diploma, and 23% of eighth grade students earned statewide Junior Scholar status.

Co-curricular after-school activities give students another opportunity to explore their academic strengths. Mock Trial is a competitive team that allows students to delve into the legal world. The highly competitive Robotics team designs, builds, and programs robots all while learning critical thinking, team building, and presentation skills. Both the Mock Trial and Robotics team have placed in regional competitions and have progressed on to the state competition for the past few years.

One distinctive characteristic of MMSOA is the artistic excellence of students. Students are eligible to choose an arts core such as Band, Chorus, Dance, Drama, Strings, and Visual Arts. In addition to daily classes, the STEP students receive complementary, high quality instruction in their core area. Students have the opportunity to audition for all-county Chorus and Band, all- region Band and state Band. In the spring of 2011, the Mariner band earned a superior rating at the South Carolina concert festival. All MMSOA students have the opportunity to audition for the annual school musical. For the past six years, annual productions including *The Music Man*, *The Secret Garden*, and *Charlie and the Chocolate Factory* have showcased artistic, musical, and dramatic talents of students. One component that leads to MMSOA’s academic success is the infusion of the arts into the academic curriculum. Teachers join forces and create diverse lesson plans that intertwine the student’s artistic interests with the academic standards.

There are many avenues for students to develop their leadership skills while attending MMSOA. Guidance, in conjunction with military Child Education Coalition, established the Junior Student-to-Student (JS2S) program. The JS2S is a team of student volunteers who actively welcome and assist incoming students. Because of the transient nature of the military, the JS2S is an invaluable

organization that teaches students self-confidence and interpersonal skills. MMSOA has numerous programs that enable students to succeed in the classroom and their communities. Renaissance is a program designed to develop leadership skills, improve school climate, and increase academic achievement. Students are invited to participate in the program based on teacher recommendation, achievement, attendance and discipline. Junior Beta, an academic service club, allows students to participate in service projects. In addition to the previously mentioned programs, Student Council, character education program, small guidance groups, and military mentoring program all assist in meeting the needs of students.

MMSOA students come from all over the district. An active PTSO implements student and community celebrations as well as keeping MMSOA traditions alive. Some of these traditions include: spirit days, school dances, and an annual Night of Giving event which features student performances, vendors, food, and student-created gifts. MMSOA and local business partners work together for the benefit of the students, school, and community. South Carolina Arts Commission Artists in Residence grants have allowed local artists to share their artistic knowledge. The academic and artistic milestones, accomplishments, and traditions paired with the hard-working student body and staff makes MMSOA worthy of National Blue Ribbon status.

1. Assessment Results:

A. All middle school students in South Carolina were assessed using the Palmetto Assessment of State Standards (PASS) in the spring of 2009, 2010, and 2011. The PASS categorizes performance using the levels of not met, met, and exemplary. Students who scored a met or exemplary on the PASS are considered to have mastered the standards for that particular content area. During the spring of 2007 and 2008, middle school students took the Palmetto Achievement Challenge Test (PACT). The scores for the PACT are classified into four performance levels: below basic, basic, proficient, and advanced. Students who scored at the basic, proficient, or advanced levels were considered to have mastered the standard for that particular content area. Students with previous testing levels of not met are given a goal of reaching the level of met and mastering the standards. Students with a previous testing level of met are given the goal of increasing to exemplary. For the many students who are already achieving at the exemplary level, the goal is to increase their score and reach their highest potential. It is MMSOA's goal to have 100% of students mastering standards at the met or exemplary level in all content areas. The school community has worked very hard and will continue to work toward closing the achievement gaps and meeting the goal of 100% of students mastering all standards.

B. Data reveals large gains between the school years 2007-2008 and 2008-2009. There are two reasons for these significant gains: 1) the hard work of MMSOA's students and staff, and 2) South Carolina's transition to the PASS test. PASS has only three performance levels; PACT had four. This classification difference results in more students attaining the exemplary level on the PASS. Due to the tremendous change in South Carolina's State Testing Program with the adoption of the PASS in 2008-2009, it is most plausible to compare the data results from the last three years for historical analysis.

MMSOA's PASS data shows a positive trend throughout the entire school and within all subgroups. Some of the most significant gains can be observed when comparing the percentage of students who score at the exemplary level. For example, 32% of the students in eighth grade English scored exemplary in 2009; this increased to 54% in 2011. An increase is present within all subgroups as well: students who received free and reduced meals increased by 24%, African-American students increased by 37%, and white students increased by 18%. Enormous increases are also observable when looking at the percentage of students who have been classified as mastering the standard. For example, the percentage of students who scored met or exemplary in eighth grade math in 2009 was 65%. This shows an increase of 25% to an amazing 90% in the year 2011. This increase is also evident within each subgroup when comparing 2009 to 2011 data: students who received free and reduced meals increased by 38%, African-American students increased by 25%, and white students increased by 24%. These large increases are proof that MMSOA is making gains to increase the scores of all students while closing the achievement gaps at the same time.

When analyzing the 2011 PASS results for sixth grade English, African-American students scored 11% lower in met or exemplary compared to the results of all students. This deficiency is being addressed by the sixth grade English teachers. They have disaggregated the test results by strand, identified the weakest strands, and made adjustments to their instruction. In addition to this, the students who have not mastered last year's sixth grade English standards have been placed in the free, after-school tutoring program which provides small group instruction that addresses their deficiencies.

Sixty percent of the sixth grade special education students mastered the standards for both English and math. When compared to the all student category, this is an achievement gap of more than 10 percentage points. To address this achievement gap, these students have been identified and have participated in additional tutorial services.

When looking at the PASS scores at the exemplary level, the African-American and/or students receiving free or reduced meals in sixth grade English and math, seventh grade English and math, and eighth grade math scored 10 or more percentage points lower than those in the all student category. All teachers, not just the core content teachers, are working together to analyze data and come up with solutions for helping students increase their PASS scores. Teacher tutoring sessions, A+ computer lab, and constant communication with families are some of the creative solutions MMSOA currently uses. These strategies and student progress are discussed at every grade-level meeting and garnered information is placed on a shared drive for all teachers to access. MMSOA has done an outstanding job at closing the achievement gap between not met and met student scores. While MMSOA is continuing to focus on advancing students from not met to met, attention is also being placed on the progression from met to exemplary.

2. Using Assessment Results:

MMSOA is a data-driven school and attributes much of its success to being able to use data from the PASS, SuccessMaker (a computer-aided instructional program), Measures of Academic Achievement (MAP), Explore, and Preliminary Scholastic Aptitude Test (PSAT) to increase student achievement. When teachers return in the fall, faculty members review data summarizing the previous year's accomplishments and look for data trends and significant findings. For the remainder of the school year, stakeholders continue to discuss data at faculty meetings, PTSO, School Improvement Council (SIC), leadership, and team-level meetings.

In recent years, the responsibility of collecting and analyzing data has shifted from the school's administration to the entire faculty. Grade-level teachers disaggregate the data by strand to identify the instructional areas of strength and weakness. For example, when teachers noticed a dip in the seventh grade algebra strand, the information was used to alter long-range instructional plans for the year. Teachers also disaggregate their individual students' PASS test results to determine the particular standards not mastered. Team teachers create individual academic plans for their students. All teachers, including the related arts teachers, participate in analyzing testing results in order to help create the plans and meet student needs throughout the year.

Data from SuccessMaker is used throughout the entire school year. Teachers and administrators have access to an up-to-date report containing students' current lexile and math levels. By correlating SuccessMaker scores to previous PASS results, teachers and administrators are able to project future PASS scores. This prediction allows MMSOA teachers to input instructional interventions when needed and enroll students in the afterschool tutoring program. When new students from military families enroll in MMSOA from another state, the PASS data is not available. The data then becomes particularly important since the new students' SuccessMaker scores are used to predict the performance level using a linear regression. PASS and SuccessMaker are used to predict future academic standings and set goals for individual classes and students.

MAP tests, administered in the fall and spring, are especially helpful in monitoring student, class, and grade level achievement growth at the end of the school year. Results of Explore and PSAT testing are used to identify students' knowledge, skills, and interests. Teachers use the identified weaknesses on the Explore test in lesson revision and planning.

Student data analysis is not limited only to teachers. Stakeholders including students, parents, and community members all have a voice in the analysis and planning which emanates from the data. Parents and students view test results and compare them to local, state, and national averages so they have a reference for the student's academic standing. At the beginning of the school year, students analyze their personal testing data in class. Students view their test results and compare them to the schools' averages so that they have a norm reference. They then use this comparison to set goals for themselves. Parents and community members analyze the school-wide data as well as a variety of national norm data including MAP, Explore, and PSAT. This information is used to assist in writing MMSOA's School Renewal Plan

every year. This process requires using data to set goals and create strategies to be implemented to help achieve these goals.

In addition to the data presented at meetings throughout the school year, MMSOA communicates with its stakeholders in a variety of ways. The MMSOA web page includes the School Renewal Plan, the South Carolina Department of Education (SCDE) School Report Card, and the No Child Left Behind AYP. The SIC produces a brochure highlighting students' academic, arts, and co-curricular achievements such as student PASS performance, number of Junior Scholars as identified by PSAT results, number of students who are selected for All County and All State band and/or chorus performances, and other statistics. The brochure is available on the website and hard copies are distributed to the students, parents, and community.

MMSOA is proud of its students' achievements. Palmetto Gold Awards banners, a copy of the School Report Card, and many other awards and accomplishments are proudly displayed in the front office and hallway. An Awards Day celebration is held each semester to acknowledge the academic and co-curricular successes of the students. Local business partners recognize student achievements with gift certificates to honor their successes and accomplishments.

3. Sharing Lessons Learned:

MMSOA knows the importance of sharing successes with others. By sharing and presenting ideas, assessments, and curriculum integration strategies, the administration and faculty of MMSOA have increased their research and collaboration skills.

The first way that MMSOA helps others to succeed is by interacting with local teachers in the school district. Teachers network with schools who share the same demographic make-up as MMSOA. Content units, strategies, and questioning techniques are shared. MMSOA teachers are proud of their assessment results and are more than willing to plan and communicate with others who teach the same content area. Berkeley County School District (BCSD) holds an Instructional Fair every other year at a high school in the district; at this fair every teacher in Berkeley County attends various seminars and sessions. Every year since its inception, MMSOA teachers have created teacher display boards and have hosted mini-sessions on various topics such as: integrating the arts into core content areas, utilizing an after-school tutoring program to help students, and sharing computer-based SuccessMaker data information. The arts educators in the building have presented lesson ideas and successes at various district and state Band and Dance conferences.

MMSOA administrators have shared strategies with other administrators in the district. The principal and two secondary administration graduate interns were asked to present at a monthly principals meeting in the fall of 2011. The team gave a data presentation and shared vital information with the cadre of administrators and district office staff. This type of forum was beneficial for the administrators and the aspiring administrators in the room.

The community has also benefited from MMSOA's willingness to share information. The BCSD school board invited MMSOA to a meeting where the principal shared the School Renewal Plan and budget at this public forum. Data results and student accomplishments are also sent to the local news media and newspapers.

4. Engaging Families and Communities:

Families and communities are not bystanders at MMSOA; they are informed and involved with the everyday functions of the school. MMSOA believes that student success is rooted from the deep relationships that exist between the internal and external stakeholders. An open door policy invites the

families and community members into the building during the school day and also for various events during after school hours.

Meet the Teacher and Parent Portal Night kick off the school year, inviting parents and students to come in and register for online access codes for grades. The annual Veterans Day Ceremony invites the military community to come enjoy the performances the fine arts department has put together to honor them. MMSOA's annual Night of Giving occurs in late November. This event includes local business vendors, PTSO sponsored food, a Toys-for-Tots drive, military volunteers, and numerous student performances as well as standards-based gifts created by students for their families. After the New Year, eighth grade students and their families have a kick-off party that informs parents about the Individual Graduation Plans students will be generating to map out their future coursework. Teachers and administrators participate in the annual BCSD School Choice Fair which informs families all over Berkeley County about the opportunities available at MMSOA. Every February, students and families celebrate Black History Month with a program highlighting the seventh grade Social Studies curriculum. April brings about the annual school production which invites all schools in the district as well as everyone in the community to enjoy the artistic talents of MMSOA students. The JS2S welcomes new students and their families to the school. Throughout the year, local guest speakers, artists, and performers share their knowledge and experience with the students.

MMSOA taps into community expertise. Selected students participate in a mentoring program through which they eat lunch with a military member. The PTSO can be observed working hard in their Volunteer Room helping the teachers and planning school events. The Mock Trial team welcomes numerous local attorneys to their practices. The Robotics team enlists engineers from the neighboring businesses to assist the team with programming and computer literacy skills. MMSOA's Joint Base Charleston School Liaison Officer proactively bonds the connection between MMSOA and the Joint Base Charleston community.

The annual school report card survey results prove that MMSOA has strong community ties. Parents, teachers, and students alike are overwhelmingly satisfied with the learning environment, social and physical environment, and the school-home relations.

1. Curriculum:

MMSOA's arts-focused curriculum adheres to the South Carolina standards when planning instruction and assessment. Teachers focus on the standards and engage students in creative, exciting lessons.

The English Language Arts (ELA) curriculum includes reading, writing, listening and speaking; giving every student the skills needed to succeed in the ever-changing world. Embracing authentic literacy, students participate in lively discussions of texts which allow them to make connections to self, other texts, and the world around them. Eighth grade students have the opportunity to earn high school credit by taking Honors English I.

The mathematics curriculum combines the essential basic mathematical skills relevant for everyday life with the fundamental skills for higher level mathematics. Focus is placed on the advancement from the concrete to a more abstract level where students are expected to use logical reasoning, critical thinking, and effective communication when speaking about mathematics. The content strands of number and operations, algebra, geometry, measurement, data analysis and probability are covered in all three grade levels. Eighth grade students have the opportunity to learn the Algebra I curriculum and earn high school credit.

All science standards include a focus on the process skills such as investigative design, data analysis, and problem solving. Science instruction includes hands-on experiences that promote active engagement. The curriculum includes numerous laboratory experiments allowing students to investigate and construct their own understanding.

Social studies is vital in helping students understand themselves as social beings. State social studies standards give students the chance to explore ancient and contemporary cultures. Studies of the historical time periods and the legacies of earlier cultures give students a richer outlook about their past, today's society, and where they see themselves as productive citizens.

The fundamentals of technology and business are introduced in the keyboarding curriculum. Students learn keyboarding, perform research, and create projects. Microsoft Word, PowerPoint, Excel, Access, and Publisher are examples of software used in this course. This course serves as the foundation for many high school courses. Students may earn high school credit.

All grade level students at MMSOA have the opportunity to take Spanish classes. Reading, writing, and conversational Spanish are emphasized. Using arts integration, cultural aspects such as cooking, singing, and multi-cultural projects assist the students in their learning. In addition, modern relevancy is incorporated by studying Spanish-speaking countries.

MMSOA understands it is essential to prepare students for high school as well as the post-secondary phase of their lives. For this reason, every child is offered the opportunity to take the PSAT free of charge. This assessment helps to prepare students for college and career readiness and provides them the possibility of earning a scholarship through the South Carolina Junior Scholar program. Our guidance curriculum exposes all three grade levels with career exploration and individual graduation planning. MMSOA's well rounded curriculum opens the door for students to feel success in all facets as they develop and grow into productive citizens.

Above and beyond the regular middle school curriculum, MMSOA offers students concentrated support for artistic talents. Students at MMSOA are provided the opportunity to participate in band, chorus,

dance, drama, strings, visual art, and Physical Education/Health. Unique scheduling offers students the opportunity to explore one or two art core areas. Teachers use the South Carolina Visual and Performing Arts (SCVPA) standards to develop students' confidence, creativity, and a life-long passion for the arts. Having received a foundation at MMSOA, many students consider the arts in their future educational and career plans. Approximately 75% of the district's high school magnet program, Berkeley Center for the Arts, is comprised of former MMSOA students.

2. Reading/English:

Students in grades six through eight enjoy varied experiences through the Comprehensive Literacy model. The study of informational texts, Greek and Latin affixes and root words, grammar, and reading skills are the foundation of the innovative, standards-based lessons encouraging continuous literacy growth.

Knowing a student's strengths and weaknesses enables the teacher to differentiate lessons to improve reading skills of those who perform below, on, or above grade level. After teachers disaggregate individual students' test results to determine particular standards not mastered, teachers create individual academic goals for their students. MAP tests, administered in the fall and spring, monitor students' growth. SuccessMaker, a program that adjusts the level of difficulty according to the needs of each student, provides teachers with current lexile levels. Daily classroom warm-ups provide informal, formative assessments of previously addressed standards. Students who have not mastered a standard are enrolled in the A+ Content Recovery computer lab during the school day with attendance required until the student has mastered the standard. Identified students are recommended for free, after-school tutoring as well. Additionally, the Junior BETA club provides peer tutoring before and after school and classroom teachers are available as necessary.

Teachers use authentic literacy and arts integration to create South Carolina standards-based lessons. According to Mike Schmoker's research, teaching pedagogy emphasizing authentic literacy leads to increased student achievement in reading and writing. Students read real-life texts and write for real-life purposes. By using the Socratic Seminar method, the teacher encourages students to critically evaluate literature without relying on outside guidance. Teachers work collaboratively with other disciplines and the media specialist to encourage levels of understanding of content material using authentic literacy methods. Using high-interest texts and multiple paths to learning, MMSOA teachers meet the needs of all students.

Teachers create arts-integrated, standards-based units with the support of fine arts teachers and/or Artists-in-Residence. Each year, sixth graders write and produce their own version of *Alice in Wonderland* using puppets and sets they create. Seventh grade students tie the English curriculum with Social Studies by learning the art of making Sweet Grass Baskets. The eighth grade students link English to Art by learning the skills of animation. All students are able to achieve a measure of success as lessons address all modalities.

3. Mathematics:

The mathematics curriculum taught at MMSOA is directly aligned with the South Carolina Academic Standards for Mathematics adopted in 2007. MMSOA, with district support, is currently planning and preparing for the implementation of the Common Core State Standards within the next few years. MMSOA's math teachers pride themselves on delivering mathematics instruction in a manner that is both motivating and relevant to the students' lives. Teachers believe that by creating a relevant connection to the material, in addition to teaching and assessing on the application level or higher on Bloom's taxonomy, the students' knowledge will be everlasting. This belief has proven to be effective according to the most recent mathematics PASS data.

Student interaction is readily observable in MMSOA math classrooms. Teachers utilize manipulatives and technology so students can have ownership of their learning and create their own knowledge base. Students are assigned pairs so they can talk about their learning, think aloud, and help each other when needed. Literature, Science, and the Arts are introduced in the mathematics class to allow for a cross-curricular approach. The material is rigorous, and the demands for critical thinking are high. Math teachers are there to provide support through scaffolding the material to ensure all students are reaching success. Teachers use continuous checking for understanding that is both formal and informal. Exit tickets, student response clickers, white boards, quizzes, review games, and response cards are some of the different ways math teachers check for understanding.

Prior to the first day of school, teachers at MMSOA have already identified students who are below grade level by using the previous year's test data. These students are invited to attend the free after-school mathematics tutoring. This small group support is used to fill in identified gaps in the students' mathematics knowledge so they can excel in math class. In addition to the school-wide tutoring program, all mathematics teachers offer tutoring hours for content that is currently being taught in class. The Junior BETA club offers peer tutoring every morning. SuccessMaker computer lab offers weekly reports concerning students' growth and allows teachers to target the areas of deficiency. The A+ computer lab is utilized for content recovery when students have not proven mastery of a mathematics indicator. The mathematics teachers operate under the philosophy of preparing students for the challenges of today's innovative society.

4. Additional Curriculum Area:

MMSOA believes involvement in artistic and academic endeavors through curriculum, instruction, and assessment significantly impacts student achievement. MMSOA employs a faculty of talented and dedicated visual arts, music, dance, and drama professionals who provide quality instruction based on the SCVPA standards that address all learning styles. Since MMSOA is an arts-focused school, a mutually beneficial partnership exists between the academic and arts faculties. Team planning promotes student success in all instructional programs. Students take two related arts classes per day with one as a core study. Students experience enhanced academic learning through band, chorus, dance, drama, strings, and/or visual arts.

All fine arts standards include strands detailing indicators for performance, creation, literacy, critical response, history and culture, and connections to the real world. These Power Standards are critical to the acquisition of essential skills and knowledge. Performance, creation, and literacy standards relate specifically to the child's ability to execute the particular art form. Group performances allow for teamwork with all working cooperatively for a common goal. Individual performances increase students' confidence and poise. Because the development of fine motor skills and intricate thinking patterns go hand-in-hand, composition within the fine arts disciplines allows for creativity, higher-order thinking, the sharing of ideas, and problem solving.

Critical response standards relate specifically to the child's appreciation of art, artists, and performance. Students describe, analyze, and evaluate performances, examine and perform from a variety of stylistic and historical periods and cultures, and make connections between arts disciplines, other content areas, and the world.

Fine arts teach students proper audience and performer behavior, self-discipline, organization, dedication, teamwork, and time management. The acquisition of these skills instills a love of learning through the arts, thereby supporting the district mission to create life-long learners as well as good citizens.

Arts-integrated lessons create additional curriculum areas that bridge academic and related arts classes. This "bridged curriculum" provides for students' deeper understanding of the content being studied. Eighth grade students read *Animal Farm* and created visual art representations of the "characters." Sixth grade students used music to make sense of fractions.

5. Instructional Methods:

One unique characteristic of MMSOA is the high population of artistically gifted and talented students. Core content teachers work closely with related arts teachers to create arts-integrated lessons that meet the needs and interests of all students. A few examples of recent arts-integrated lessons include dancing in science class, creating three-dimensional art in math class, and acting in English class. Arts-integrated lessons are one technique teachers use to ensure all of Garner's multiple intelligences are incorporated into the classroom.

Students who have been state identified academically gifted and talented are enrolled in accelerated English and math classes for their sixth grade year, accelerated English and a Pre-Algebra math classes for their seventh grade year, and Honors English I and Algebra I math classes for the eighth grade. Many MMSOA teachers have received a gifted and talented endorsement which qualifies them as experts at differentiating instruction and curriculum to meet the needs of the academically gifted students.

Teachers give a learning styles inventory at the start of the school year, allowing them to create lessons and assessments unique to each student and class they teach. In addition to differentiating instruction according to student interests, teachers also use testing data to differentiate instruction according to ability level. Longitudinal PASS state testing data, MAP testing data, lexile scores, SuccessMaker data, and teacher-collected data are all used to guide decisions regarding grouping, remediation, and enrichment. These data are also used to identify students to be enrolled in the free after-school tutoring sessions for all four core content areas.

MMSOA ensures that students with Individualized Education Plans (IEPs) receive a customized and inclusive learning experience. Students with IEPs are served in either a small resource class or a cross-categorical classroom to guarantee their academic success. MMSOA has high expectations for special students and believes they will succeed.

Technology plays a large role in differentiating instruction at MMSOA. Teachers use SMART boards, SMART cameras, SMART response clickers, document cameras, GIZMOs, netbooks, and have access to three fully equipped computer labs. ELA and math classes use SuccessMaker weekly; the computer lab technician collaborates with teachers to ensure all students are receiving an education unique to their ability level.

6. Professional Development:

MMSOA's professional development plan is determined by the needs of the students and teachers and is closely aligned with the BCSD strategic plan. Professional development is provided for teachers within their schools, teachers within their discipline, and teachers as a part of the BCSD. These meetings are planned by the school administration and district personnel with teacher input on topics that support student learning and are aligned with academic standards.

At the school level, staff development has focused on authentic literacy and successful classroom strategies. Authentic literacy encourages teachers to think critically and design richer, relevant, real-world lessons. To further that exploration, teachers have participated in on-site staff development using the book *Focus* by Mike Schmoker and have presented teaching strategies based on Robert Marzano's book, *Classroom Instruction that Works*. These seminars allow teachers to share effective classroom techniques that work. For instance, one workshop focused on formal and informal assessment strategies.

Staff development is scheduled throughout the year to address district goals. Teachers attend a bi-annual instructional fair sponsored by teachers for teachers to address topics of interest. Teachers in the same content area attend scheduled Professional Learning Community meetings. These meetings have allowed teachers to discuss methods of aligning lessons and assessments with their academic standards. One

particular staff development initiative this year has focused on improving teacher generated assessments used for students.

Teachers attend optional professional development activities during the summer and on weekends. These are curriculum driven seminars sponsored by the *Arts in Basic Curriculum* (ABC) grant or the *Making Middle Grades Work* initiative. Others are for sponsors of co-curricular activities, such as Robotics, Renaissance, and Mock Trial. Attendance translates to increased achievement because teachers acquire knowledge in the areas of assessment, arts integration, student motivation, and literacy-based lessons in their curriculum or activity.

Professional staff development is an integral part of a high-achieving school. MMSOA works closely with the BCSD to focus not only on the particular needs of the school but also the goals of the district. MMSOA takes an active role in district personnel development by sharing successful strategies with other professionals.

7. School Leadership:

Effective educators truly believe that they are stronger as a whole than as individual parts. Leadership at Marrington Middle School of the Arts is a shared responsibility. At MMSOA, students, teachers, staff members, parents, stakeholders, and the data all have a significant “voice” in the decision making process.

At the heart of the leadership philosophy is the shared conviction that all students can learn, and that it is the staff’s goal and passion to help all students learn and to learn at high levels. This vision is shared by all, and it serves as a core value in making collaborative decisions involving all areas of the school.

The principal leads the school to success by motivating faculty and students. Sharing his knowledge, passion and experience, the principal helps guide the teachers to become leaders within the school. The principal continually raises expectations which allows for faculty and students to obtain their professional and academic goals.

The internal leadership team, consisting of administrators, guidance, and grade-level teacher representatives meets bi-weekly. In these meetings, teachers review student learning data, plan upcoming events, debrief events, discuss program effectiveness, and collaboratively problem solve. All information from leadership meetings is shared with the respective teams within the school.

In leadership and grade-level team meetings, the focus is always on student learning. Teachers work together to review student learning data and student performance in each class, using this information to ensure that learning is occurring and to plan interventions when it is not. In these meetings, teachers generate at-risk and tutoring lists to help students who have not mastered the learning objectives. Teachers also discuss anecdotal information pertaining to their students and seek collaborative plans of action to help their students.

Over the last three years, MMSOA has enjoyed a great deal of success with many facets within the school, yet it is essential that such excellence become sustainable. As a result of our collaborative and shared efforts, the future success of our school does not rest solely with any one person or even within one group, but rather with many empowered leaders and voices in our school. Marrington Middle School of the Arts students, for years to come, will experience the great education enjoyed by the present students. The future of Marrington Middle School of the Arts is even brighter than today!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year:
2008-2011/2006-2008

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	93	95	91	58	32
% Exemplary	56	51	50	28	14
Number of students tested	117	125	115	124	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	89	93	82	47	24
% Exemplary	48	48	44	23	6
Number of students tested	44	29	42	30	34
2. African American Students					
% Met plus % Exemplary	84	92	86	37	22
% Exemplary	32	22	38	20	9
Number of students tested	31	37	37	35	32
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	4	4	2	4
4. Special Education Students					
% Met plus % Exemplary	60				
% Exemplary	20				
Number of students tested	10	8	9	7	7
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	3		1	1
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: 2008-2011/2006-2008

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	92	95	85	64	36
% Exemplary	67	60	50	14	10
Number of students tested	117	125	115	124	105
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	82	93	76	50	18
% Exemplary	61	52	45	10	3
Number of students tested	44	29	42	30	34
2. African American Students					
% Met plus % Exemplary	81	92	78	43	25
% Exemplary	55	35	46	14	3
Number of students tested	31	37	37	35	32
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	4	4	2	4
4. Special Education Students					
% Met plus % Exemplary	60				
% Exemplary	20				
Number of students tested	10	8	9	7	6
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	3		1	1
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: 2008-2011/2006-2008

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	96	91	84	31	33
% Exemplary	71	60	50	17	12
Number of students tested	119	105	118	97	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	93	85	72	18	29
% Exemplary	57	38	38	6	0
Number of students tested	42	34	32	33	21
2. African American Students					
% Met plus % Exemplary	97	81	71	18	13
% Exemplary	63	50	40	11	0
Number of students tested	30	32	35	28	23
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	2	3	3	3
4. Special Education Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	5	4	6	5	3
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	1	1	3
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: 2008-2011/2006-2008

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	92	84	81	37	20
% Exemplary	56	52	48	6	1
Number of students tested	119	105	118	97	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	83	77	72	18	10
% Exemplary	41	47	34	3	0
Number of students tested	42	34	32	33	21
2. African American Students					
% Met plus % Exemplary	83	81	71	25	9
% Exemplary	33	44	37	7	0
Number of students tested	30	32	35	28	23
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	2	3	3	3
4. Special Education Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	5	4	6	5	3
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	1	1	3
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: 2008-2011/2006-2008

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	90	86	65	26	14
% Exemplary	61	49	20	5	7
Number of students tested	92	106	94	66	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	90	79	52	13	7
% Exemplary	50	41	7	0	0
Number of students tested	40	29	31	16	15
2. African American Students					
% Met plus % Exemplary	83	76	58	20	6
% Exemplary	61	36	15	4	0
Number of students tested	23	33	26	25	17
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	6	3		1
4. Special Education Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	7	9	4	2	
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	3	1	3	
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Palmetto Assessment of State Standards/Palmetto Achievement Challenge Test

Edition/Publication Year: 2008-2011/2006-2008

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	83	80	81	38	14
% Exemplary	54	52	32	8	0
Number of students tested	92	106	94	66	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Met plus % Exemplary	80	69	84	38	7
% Exemplary	43	45	19	0	0
Number of students tested	40	29	31	16	15
2. African American Students					
% Met plus % Exemplary	78	76	77	32	6
% Exemplary	52	36	15	0	0
Number of students tested	23	33	26	25	17
3. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	6	3		1
4. Special Education Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	7	9	4	2	
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	3	1	3	
6.					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

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					
% Met plus % Exemplary	93	90	81	41	28
% Exemplary	62	53	41	18	11
Number of students tested	328	336	327	287	226
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 plus % Exemplary	90	85	70	28	21
% Exemplary	51	42	31	11	2
Number of students tested	126	92	105	79	70
2. African American Students					
% Met plus % Exemplary	88	83	73	26	15
% Exemplary	51	35	32	12	4
Number of students tested	84	102	98	88	72
3. Hispanic or Latino Students					
% Met plus % Exemplary	0	0	0	0	0
% Exemplary	0	0	0	0	0
Number of students tested	9	12	10	5	8
4. Special Education Students					
% Met plus % Exemplary	27	0	0	0	0
% Exemplary	9	0	0	0	0
Number of students tested	22	21	19	14	10
5. English Language Learner Students					
% Met plus % Exemplary	0	0	0	0	0
% Exemplary	0	0	0	0	0
Number of students tested	4	8	2	5	4
6.					
% Met plus % Exemplary	0	0	0	0	0
% Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
<p>For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.</p>					

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					
% Met plus % Exemplary	89	86	82	48	26
% Exemplary	59	54	44	9	5
Number of students tested	328	336	327	287	225
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 plus % Exemplary	81	79	77	34	13
% Exemplary	48	47	33	5	1
Number of students tested	126	92	105	79	70
2. African American Students					
% Met plus % Exemplary	80	83	75	34	15
% Exemplary	46	38	34	7	1
Number of students tested	84	102	98	88	72
3. Hispanic or Latino Students					
% Met plus % Exemplary	0	0	0	0	0
% Exemplary	0	0	0	0	0
Number of students tested	9	12	10	5	8
4. Special Education Students					
% Met plus % Exemplary	27	0	0	0	0
% Exemplary	9	0	0	0	0
Number of students tested	22	21	19	14	9
5. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	8	2	5	4
6.					
% Met plus % Exemplary	0	0	0	0	0
% Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: For the years of 2011, 2010, and 2009, South Carolina students took Palmetto Assessment of State Standards (PASS). The performance levels 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 performance levels are Below Basic, Basic, Proficient, and Advanced.					

12SC5