

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12SC4

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Sarah Smith

Official School Name: South Kilbourne Elementary School

School Mailing Address: 1400 South Kilbourne Road
 Columbia , SC 29205-4858

County: Richland State School Code Number*: 4001055

Telephone: (803) 738-7215 E-mail: sasmith@richlandone.org

Fax: (803) 790-6734 Web site/URL: http://skilbourne.richlandone.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Percy Mack Superintendent e-mail: pmack@richlandone.org

District Name: Richland School District One District Phone: (803) 231-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dwayne Smiling

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12SC4

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

12SC4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 29 Elementary schools (includes K-8)
 (per district designation): 9 Middle/Junior high schools
7 High schools
0 K-12 schools
45 Total schools in district
2. District per-pupil expenditure: 7930

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
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	17	19	36		6	0	0	0
K	22	22	44		7	0	0	0
1	26	16	42		8	0	0	0
2	24	13	37		9	0	0	0
3	15	15	30		10	0	0	0
4	18	15	33		11	0	0	0
5	10	11	21		12	0	0	0
Total in Applying School:								243

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
87 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % 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: 21%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	28
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1, 2010	243
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 6
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 96%

Total number of students who qualify: 235

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

10. Percent of students receiving special education services: 13%

Total number of students served: 32

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</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>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>3</u>
Total number	<u>33</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	96%	95%	96%	96%	95%
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?

South Kilbourne Elementary is one of twenty-nine elementary schools in Richland County School District One located in the heart of the capital city, Columbia, South Carolina. As a cornerstone of the Rosewood community, South Kilbourne School has served generations of neighborhood families for over fifty years. This neighborhood is growing and changing, and at present, is attracting a diverse mix of young families, university students, short-term residents, and subsidized/public housing residents.

South Kilbourne has grown into a thriving educational institute. Though our educational community faces yearly challenges, we have consistently seen a dramatic increase in student achievement and a notable narrowing of the achievement gap for students of poverty and color. Our academic goals have surpassed expectations, and our milestone of reaching Adequate Yearly Progress for nine consecutive years serves as a testament of success. In fact, we are only one out of two elementary schools in the district who have accomplished this significant feat. This commitment to excellence has also resulted in our school being past recipients of the South Carolina Department of Education Palmetto Gold and Silver Awards, the South Carolina Exemplary Writing Award, and the Governor's School of Writing Award. We continue to pursue these awards and others including accreditation from the National Association for the Education of Young Children. Our commitment extends beyond academics. We are also a proud recipient of our state's Red Carpet Award for superior customer care and the South Carolina Department of Education Office of Health and Nutrition Fresh Fruit and Vegetable Grant Award. A healthy body and positive school climate are also contributing factors to the overall success of our students.

The success of our school also depends on building and maintaining strong community relationships. Our school has formed alliances with many faith-based organizations such as Suber-Marshall Memorial United Methodist Church, and community businesses such as Wal-Mart, Columbia Junior League, Blue Cross Blue Shield Lunch Buddies, Foster Grandparents, and United Way Reading Consortium. These agencies provide much needed student supplies and support. Volunteers from these agencies work with our most at-risk students and offer companionship, compassion, and comfort that are vital in the development of a child's overall positive learning experience. We have also established a partnership with the University of South Carolina. Our school is home to an on-site learning community for university professors and student teachers. Our South Kilbourne students reap the benefits of new and emerging educational best-practices, and our teachers become leaders in and out of their own classrooms.

South Kilbourne Elementary is a Title I school which serves a high population of free and reduced price lunch students who have a variety of academic needs. Historically, our students performed at the average or basic level on state-wide assessments with most students barely meeting state standards. Several years ago we realized that just getting by was no longer acceptable and that we wanted our students to exceed expectations. It became our goal to provide our students with the skills and strategies required to make accelerated academic growth. This goal is aligned with our school and district vision, "Richland County School District One and South Kilbourne Elementary School, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world."

In order to achieve our goal we vowed to make academics the epicenter of all we do. We target instruction based on intense data analysis from a variety of assessments. Our entire school staff engages in rigorous professional development on effective differentiated instruction and now utilizes small group instruction to move all students to the next level of learning. Both our school and district have provided funds to assist us in achieving our goals that include incorporating reading and math interventionists; state-of-the-art technology; SuccessMaker software; and high-quality culturally relevant reading materials into our curriculum. Our district has provided our school with a highly trained reading teacher who is able to provide the systematic instruction that struggling readers need to succeed. The

Comprehensive Remediation program, an afterschool program funded by our district, enables us to spend additional time instructing students who have skill deficiencies. We are fully vested in Response to Intervention (RTI), and we customize instruction to meet the needs of our students. In addition, funds have been redirected to provide additional resources for our academically advanced students such as classroom sets of high-quality literature.

The traditions of South Kilbourne Elementary run deep and continue to motivate our students. The moment our students step onto the grounds of the school, they are warmly greeted by the principal. She serves as an example of a steady force in their lives that inspires and provides consistency and comfort. The daily morning broadcast team is comprised of students who prepare scripts, deliver daily news about weather and birthdays, and begin the school creed, “I Am Somebody”. Students also share on the broadcast what they have learned in class so that they may serve as student ambassadors of learning for their peers. Our staff is part of the Richland School District One educational team whose mission is to “Prepare every student to be a successful, contributing citizen in a global society by providing an effective and high quality education.” We hope to reach even more milestones and carry on the traditions of excellence that have been successful across generations and especially over the past nine years.

1. Assessment Results:

South Kilbourne Elementary School uses the South Carolina State Assessment known as Palmetto Assessment of State Standards (PASS). PASS was first administered in the spring of 2009, replacing the previous Palmetto Achievement Challenge Test (PACT). PASS is administered to student in grades 3-5 in the content areas of English language arts (ELA), math, science, and social studies and is aligned with our state's standards. Performance levels are categorized as: Not Met (students did not meet grade level standards), Met (students met grade level standards), and Exemplary (students demonstrated exemplary performance in meeting state standards) to measure academic performance. The performance levels for PACT were categorized as Below Basic, Basic, Proficient and Advanced. All school data is analyzed and posted by the South Carolina Department of Education (www.myschools.com) in order to develop and issue the school report card. The school report card shows two ratings: the absolute rating indicates overall academic achievement, while the growth rating reveals student growth over time. Over the past two years, we have seen dramatic improvements in our growth rating from "At Risk" on our 2008 report card to "Excellent" on our 2011 report card.

Schools are required to demonstrate Adequate Yearly Progress (AYP) annually. AYP is a federal mandate that began 2001. This mandate serves as an accountability measure to ensure all students perform at the proficient level by 2014. In order to meet the requirements of AYP, students must successfully meet 13 objectives. For the past nine years, our school has met all AYP expectations, even in years when the percent meeting standards increased by over 20%, as it did from 2010 to 2011.

An analysis of our school-wide performance data reveals that there was a significant increase in the number of students scoring in the Exemplary category from 2006-2007 to 2010-2011. Some of the increase may be attributed to the transition from PACT to PASS; however, as we analyze PASS results from 2008-2009 to 2010-2011, there continues to be a steady increase in the number of students school-wide scoring in the Exemplary category in both ELA and math. This pattern is evident in the school-wide PASS math data. In 2008-2009, 26% of our students scored at the Exemplary level. During the 2010-2011, that amount had increased to 42%. We also observed an increase in reading. In 2008-2009, 24% of our students scored at the Exemplary level. Three years later in 2010-2011, the amount had increased to 39 %. Our school-wide focus on math and literacy has contributed greatly to our success. Implementing instructional strategies that provide developmentally appropriate differentiated learning and support social learning enables us to maximize instructional effectiveness and challenge students across the spectrum.

Our school and district have made a commitment to implementing innovative math and literacy programs to build a foundation of achievement. This commitment includes intervention, focused pragmatic changes, and professional development programs. Our shared vision has established a culture of success, with organizational systems aligned to support student achievement, and is the driving forces behind everyone at South Kilbourne Elementary.

In the past three years, there has been an increase in the percent of 5th grade students scoring Exemplary in math each year. However, careful data analysis has revealed an area of concern. When we compared the same group of students' scores at the end of 4th and 5th grade, the percentage of students scoring Exemplary had decreased. We believe that in math, our 5th grade students are not performing at their full potential. We have developed and implemented a plan to address the decline in student's mathematical development. The strategies we are using include targeted professional development, school-based vertical planning, and a flexible teaching rotation so that the strengths of the teacher match the weaknesses of specific students. Our school believes that engaging in diligent data analysis enables our school to identify early signs of academic deficiencies and has contributed to the annual increase in our achievement results. It also allows us to probe deeply into data to discover critical patterns which could have been overlooked. It is only through the identification of critical information that our school can

define instructional priorities, reorganize structure, and implement next best practices in order to achieve our vision of excellence.

2. Using Assessment Results:

Our school plans strategically for the use of a wide variety of assessment. At the beginning of each school year, we receive aggregated data from our district that include the results of PASS. Additionally, the South Kilbourne School Leadership Team immediately begins probing more deeply into the data to develop a visual cumulative snapshot to present to our staff. This presentation launches the process of planning for students even before they arrive at school.

Throughout the year, we administer Measures of Academic Progress (MAP), district benchmarks, Dominie, and formative teacher-made assessments. These assessments are not simply given; the results are also used to improve instructional practices and student learning. Our school has a dedicated data room where assessment results are posted to provide an environment for teacher vertical collaboration and professional discussions regarding individual student progress. From these data driven discussions, informed decisions can be made regarding intervention strategies. Our school's Response to Intervention Team (RTI) uses the data to determine tiers of intervention.

Instruments for analyzing our assessment results are developed by our leadership team, and the implementation of these tools is critical for thorough data analysis. All teachers are required to compile and maintain a data analysis notebook that includes Dominie and RTI progress monitoring forms, benchmark and MAP data tools, and informal assessment evaluation tools. Teachers systematically analyze their formative assessments, evaluate their own instructional practices, and use assessment results to define instructional priorities. This information is shared with the leadership team on a weekly basis. This evaluation method provides opportunities for principal and teacher communications, professional development decision-making, and the application of new strategies for assessing student achievement.

As active members of a learning community, South Kilbourne Elementary faculty and staff realize the importance of informing students, parents, and community partners of our academic achievement. Data charts with achievement results are visibly posted throughout our building. The South Carolina State Department of Education creates school report cards that are distributed to all families and community members annually. Parent and teacher conferences are regularly scheduled to keep families informed of their children's progress.

Our students are also kept informed of their academic progress. Our school has developed and utilizes an individual tracking form called *Up the Mountain*, which contains a pictorial representation of a hiker climbing a mountain to reach the top. Students use this form to track their progress on their own academic journey to the top. We believe this motivational strategy promotes student ownership and allows each student to closely monitor his/her own learning progress.

3. Sharing Lessons Learned:

At South Kilbourne Elementary, we believe that it is our educational responsibility to share strategies that we have used successfully with our students. Part of this sharing has involved presentations at district, state, and national events. Several of our teachers have presented at district level professional development sessions and have shared instructional delivery methods that have been proven effective in their classrooms. Additional professional presentations have been focused on integrating technology, mathematical problem-solving, data analysis, relationship building, and common core standards. Teachers regularly attend educational conferences which facilitates the exchange of information. Our teachers have also been selected to serve on district-level planning committees, such as core curriculum planning, technology integration, and educational administration.

Our staff understands that school-wide vertical articulation fosters strong communication and helps build a solid foundation for learning that expands across grade levels. Therefore, team sharing sessions are

encouraged and expected, and teams are invited to share everything from implementing math strategies, using science manipulatives, integrating social studies, interpreting data analysis results. Additionally, our teachers share during professional development sessions. Our team believes that a system of collaborative sharing allows for authentic and open discussions that strengthen student learning experiences and fosters collaborative relationships.

Not only does the staff share amongst their colleagues, but they also share with pre-service university students as well. Because we host student teachers from the University of South Carolina, our teachers are instrumental in the development of future educators. Our staff supports student teachers with lesson planning that involves careful analysis, rigorous content, differentiation, and Response to Intervention. Teachers share the importance of becoming reflective practitioners and collaborative partners to help foster the highest levels of learning. This is a mutually beneficial partnership since student teachers share enthusiasm for learning and current educational trends.

Finally, our principal is our instructional leader and serves as a model for informational exchange. She welcomes district administrators and teachers from our district and from as far away as Greenville, South Carolina, who have expressed interest in successful school practices. She has presented to community, district, state, and national groups on a wide range of topics, including Principles of Learning, The Effectiveness of Student Teachers and Achievement, Closing the Achievement Gap, and Community Safety. Our principal has also been featured on local television stations and in our state's newspaper as she shared our school's successes with the community.

Everyone at South Kilbourne recognizes the importance of building collaborative and positive relationships not only for our personal development, but also for the further development of our students.

4. Engaging Families and Communities:

South Kilbourne Elementary School is committed to engaging families and the community. Home/school communications is one strategy to establish collaborative relationships with parents. Our school creates an informative monthly newsletter for families that highlights school events and important dates. Through our district Title I office, our parents receive flyers published by The Parent Institute that share educational tips in reading, math, and character education. South Kilbourne also has an informative website that parents can access (<http://skilbourne.richlandone.org/>). These valuable resources empower families with the ability to support their child's learning at home.

South Kilbourne Elementary School regularly schedules events to attract families to our school. We have found that events held during the day attract many more families than events held in the evening and are, therefore, more successful in working with family and community members for student success. Our school-based parent educator conducts monthly "Books and Breakfast" sessions that model ways in which parents can engage their children with literacy. Our very popular annual Grandparent's Day luncheon allows us to connect with our students' extended families. Events such as *Walking Down Literacy Lane*, *Family Math Night*, and *Student Honor-Roll Achievement* programs are routinely scheduled throughout the year. These special programs have proven to be an effective method to deepen families' understanding of the rigorous academic expectations. The welcoming atmosphere at these events encourages reluctant families to become proactive school partners in the quest for educational excellence.

Our school is a proud member of the South Kilbourne neighborhood. We work hand-in-hand with the Columbia Garden Housing Authority, the agency that operates the public housing community where many of our students live, to help maximize our students' chances for success. Our accomplishments would not be possible without its valuable support. Community members serve on our School Improvement Council, and these important members contribute to the educational decision making process of the school. One of our most effective strategies for connecting with our community is to offer local organizations, including the South Kilbourne Neighborhood Association, the use of our school facility. Our school serves as a community hub where business partners and community members join together to formulate action plans for the betterment of our community and, consequently, our school.

1. Curriculum:

The K-5 curriculum at South Kilbourne is defined by the South Carolina Department of Education Academic Standards. South Carolina state standards reflect the components of Bloom's Taxonomy and incorporate higher-order thinking skills that foster rigorous learning. Student mastery of state standards is assessed by the Palmetto Assessment of State Standards (PASS). In order to ensure that our curriculum is aligned to state standards, our district provides content curriculum frameworks for instructional delivery, support documents, and pacing guides.

To effectively implement the core curriculum in our English language arts program, a balanced literacy model is implemented. This comprehensive approach provides direct instructional support and a variety of daily reading and writing experiences. Our school schedule incorporates a two hour block for English language arts which includes shared reading, guided reading, writing, word study, read aloud and independent reading. Differentiation and integration are incorporated throughout the curriculum, and a wealth of resources, such as leveled texts, big books, and literacy-based online resources, support our school's instructional delivery. Pre-K and kindergarten students have access to the Breakthrough to Literacy program. This program includes alphabetic principle instruction, phonemic and fluency practice, and take-home books for additional reading practice. Our school uses Empowering Writers as part of a standards-based effective writing curriculum. This resource provides mini-lessons, student writing samples, prompts, and organizational tools that have proven to be effective in addressing standards that are measured by our state's writing assessment.

The mathematics curriculum is divided into five strands that are vertically aligned throughout the grade levels to build a foundation of mathematical processing. These strands are broken down into the following categories: algebra, number and operations, geometry, measurement, and data analysis and probability. The process of applying math skills, as well as having a strong foundation of basic computational skills, is essential for student mastery of state standards as measured by PASS. Our school receives Title I manipulatives, such as Unifix Cubes, 3-dimensional models, and Geoboards, that enable teachers to teach using a hands-on and real-world experience approach based on Piaget's constructivist learning theories. Our math curriculum is based on Madeline Hunter's Elements of Effective Instruction which include four phases: Focus, Engage, Explore, Reflect and Assess. Many of our grade levels incorporate Calendar Math, as well as an integrated approach to literacy, with the incorporation of graphic organizers and math literature.

Our social studies curriculum promotes good citizenship and teaches our students about geography, government, and historical events. South Kilbourne has a long-standing integrated approach for teaching social studies. Social studies standards are addressed through the effective use of non-fiction text and web-based resources such as South Carolina Educational Television's (SCETV) Streamline SC that provide teachers with historical photographs, videos, and virtual field studies. Local trips to the State Museum and State Capital also support our social studies curriculum. Our social studies classrooms are active and engaging and incorporate four focus phases including prior knowledge, guided lesson content, application, and reflection. This framework serves as an effective planning tool for high-quality instruction in social studies.

The science curriculum instruction is driven by the Science Instructional Framework. The framework consists of the following components: Engage, Explore, Explain, Extend and Evaluate. These skills are taught within a one-hour time frame in both the science laboratory and classroom setting. The Full Option Science System (FOSS) kits, a research-based science curriculum developed at the Lawrence Hall of Science, University of California at Berkeley, serve as our main instructional resource and are aligned to state standards. Science resources include a wealth of informational texts, real-world materials such as habitat setups for meal worms, and equipment necessary to conduct interactive science experiences.

South Kilbourne has committed a large portion of our Title I funds to SuccessMaker, a supplemental standards-based educational software program. This research-based program is designed to support classroom instruction in elementary reading and mathematics and is calibrated for students' individual learning levels that appeal to multiple learning styles. SuccessMaker delivers prescribed reading comprehension and mathematical application practice. Student progress is closely monitored, and the results are used to drive individualized instruction.

The related arts department at South Kilbourne consists of physical education, music, and art. Each of these classes implements the appropriate curriculum instruction, and assessment is based on the South Carolina Visual and Performing Arts Curriculum Standards (2010). Bi-weekly classes are scheduled for physical education with weekly classes for art and music. Our students have opportunities to creatively express themselves through music and art. Our students regularly perform in school-wide music programs. Students' artwork is displayed throughout our school and entered into visual arts festivals. Our physical education program provides structured learning experiences that meet our students' developmental needs and help to improve mental alertness, academic performance with an emphasis on promoting a healthy and active lifestyle. Our health curriculum is also aligned with our state standards. Our school health lessons are designed to teach children to develop healthy lifestyles and build skills to prevent and reduce health problems. A healthy mind is important for achieving learning goals, therefore a strong character education program is incorporated into our curriculum. Programs that foster positive character building—including instruction on life skills—promote the social, emotional, and intellectual needs of all students.

2. Reading/English:

South Kilbourne's reading curriculum is based on the balanced literacy approach. Our two-hour English language arts block consists of daily read aloud, shared and guided reading, independent reading, writing, and word study. This comprehensive approach allows us to create the Conditions for Literacy Learning that Cambourne found were necessary for students develop language and literacy skills. During daily read alouds, teachers set a purpose for reading and model appropriate reading behaviors and strategies. Students are immersed in a wide variety of genres and are able to actively connect with literature through interactive discussions. During shared reading, the teacher and students interact with the same material, whether it's a big book, class set, or common passage. The teacher uses this time to explicitly model foundational reading skills and comprehension strategies. The responsibility for reading is shared between the teacher and the students. The teacher instructs small groups of students who have similar reading needs during guided reading time. This time is devoted to the modeling and explicit teaching of targeted strategies developed specifically for the needs of the students in these flexible groups. Time is devoted each day for students to read a text on their own level. This independent reading time gives students an opportunity to apply reading strategies and to develop fluency. This is also a time when teachers are able to assess and extend each individual student's ability to comprehend and interact with text through reading conferences. Word study, including areas of phonemic awareness, phonics, sight words, decoding, and expanding vocabulary, helps build foundational reading skills and is integrated into all components of our literacy instruction. Daily writing activities allow teachers to model writing techniques, to address students' writing deficiencies, and to illustrate the reading and writing connection. Lessons from Empowering Writers are incorporated into our daily writing curriculum.

Our school has embraced this approach, which provides students with a balance of literacy activities. Students are taught using well-planned instructional delivery methods, which move from teacher-centered, whole group instruction to student-centered application. Finally, independent practice allows students to demonstrate mastery. This scaffolding provides the temporary support that students need as they develop new skills in reading and literacy.

Our struggling readers receive intervention through differentiated instruction in the classroom. Our school's Reading Teacher works closely with students who are reading significantly below grade level and provides daily intervention using Fountas and Pinnell's Leveled Literacy Intervention (LLI)

materials. Our after-school Comprehensive Remediation Program (CRP) and SuccessMaker home laptop check-out system extend learning opportunities beyond the classroom.

3. Mathematics:

South Kilbourne's mathematics curriculum adheres to South Carolina State Department of Education Standards. The district provides a four-phase, sixty-minute, math framework that incorporates the five math process skills: communication, representation, problem solving, connections, and reasoning, into the framework. Focus (10 minutes) allows numeracy skills to be built through number sense activities at the elementary level and daily Calendar Math at the primary level. The Engagement portion (20 minutes) is where standards to be covered are identified, real-world relevance is discussed, new skills and concepts are introduced, connections of new skills to previous learning are made, and engagement with various research-based practices occurs. The next phase, Explore (20 minutes) allows for the opportunity to explore math concepts using the mathematical process skills. Also, differentiated instruction, conferencing, guided questioning and teacher/student feedback occur here. The final phase, Reflect and Assess (10 minutes) provides the opportunity to reflect on the lesson learned and demonstrate new learning. Teachers assess learning to determine the next instructional steps to take.

A variety of instructional tools and resources to promote conceptual and visual learning are used at South Kilbourne. These include Marzano's High Yield Strategies; Plan, Do, Check, Act model; Principals of Learning; and the revised Bloom's Taxonomy. Lessons are designed to begin with the concrete model, progress to the pictorial model, and finally move to the abstract model. Anchor charts serve as an immediate reference and are posted, rotated, and refreshed as new skills/strands are taught. Manipulatives such as Unifix Cubes, Cuisenaire Rods, elapsed time rulers, base-ten blocks, etc., and technology are also used to enhance students' knowledge of math concepts. Navigation Series, Van De Wall Series, and Math with Pizzazz are supplemental additions. Vertical articulation not only advocates team building and cooperative learning amongst teachers, but it also opens discussion about common academic issues, lessons, and strategies that could be helpful for the next level of learning.

Instruction is driven by data, and teachers and administrators analyze the data that is collected from various assessments, such as MAP, SuccessMaker, and district benchmarks. The data gives teachers the necessary information to form small groups or tiered levels for instruction. Planning for differentiated instruction is determined by this grouping and fluctuates as children successfully master the indicators. Students who are performing below expectations are placed in Response to Intervention (RTI) tiers that provide them with additional, one-on-one intervention. Also, extra individual practice time is given on SuccessMaker through the Title I laptop take-home program, as well as the Comprehensive Remediation Program (CRP). This is a three-day per week program where small groups of students focus on improving math deficiencies. School and community relationships are strengthened through activities such as the family math nights, in-house and off-campus math competitions and science fairs. These strategies strive to create a community of learners that are problem solvers both in school.

4. Additional Curriculum Area:

Science is a vital component of the curriculum at South Kilbourne Elementary. Our philosophy regarding science education is that it should be taught through hands-on and real-world experiences that reflect a constructivist approach to learning. The three main umbrellas of Earth, Physical and Life Sciences are taught from Kindergarten to fifth grade. The content is recursive and allows prior knowledge and inquiry skills to be enhanced from one year to the next. Students constantly engage in wondering, questioning, investigating, and communicating. Our integrated science curriculum is designed to provide our students with extended opportunities in which they can apply numeracy and literacy abilities as the means for making sense of the world.

In accordance with our district's focus on effective science instruction across grade levels, South Kilbourne Elementary implements the 5-Es instructional framework. The 5-Es stand for engage, explore, explain, extend and evaluate. The engage phase captures the students' focus on the lesson. Explore, the

next phase is when students are provided time to learn and investigate scientific processes. The explain phase allows students to utilize information gathered from their investigation and interpret the data together with their peers. Students have the opportunity to apply the lesson to real world phenomena during the extend portion. Finally, during the evaluate phase the teacher provides closure to the lesson and checks for understanding.

There are many resources available to effectively implement the science curriculum. Some of these resources include but are not limited to: Full Option Science System (FOSS), Carolina Scientific (STC), Delta Science Modules (DSM), and a distance learning lab housed in our building. Leveled informational texts selected to match students' reading levels and the Scott Foresman science textbook are used as resources for bridging the hands-on experiences with textual information.

In our effort to bring science to life for our students, teachers take advantage of the wealth of available community resources. Field studies are conducted regularly at Richland School District One's Challenger Learning Space Center, the South Carolina State Museum, the Riverbanks Zoo, and Edventure Children's Museum.

5. Instructional Methods:

Data analysis is the key to successful differentiation at South Kilbourne Elementary. The results of assessments, including Dominie, MAP, PASS, and district benchmarks, provide baseline data on students' reading and math ability and are used for long-term planning. Teachers are constantly assessing and observing their students in order to adjust learning groups and instruction to meet each student's unique academic needs.

Flexible small group instruction has been a strong component of our English language arts curriculum for years, with 25 minutes dedicated to daily guided reading groups. The effectiveness of this instructional method was adapted throughout the school and now this same strategy is used to meet individual student needs in all content areas. All content area teachers must have specific plans for differentiated instruction visible in their daily lesson plans. Our principal frequently observes lessons and provides teacher feedback on the effectiveness of the instruction.

To further develop our ability to differentiate instruction our entire staff engaged in a book study using *How to Differentiate Instruction in a Mixed-Ability Classrooms* by Carol Ann Tomlinson. Teachers have been inspired to differentiate not only based upon ability but also upon student interests, learning styles, and culturally-influenced preferences. It also allowed better understanding of the needs of the advanced learner. At any given time at South Kilbourne Elementary it is possible to observe teachers instructing small groups with leveled texts, using manipulatives to provide concrete experiences for students not ready for the abstract level of learning, students completing independent projects, and students working at learning centers on tiered assignments. Throughout the day the reading teacher, school interventionists, guidance counselor, and volunteers provide more intensive instruction and often work with students on a one-on-one basis.

Our learning environment is differentiated throughout the school so that students have opportunities to learn in whole groups, small groups and one-on-one with the appropriate resources necessary for varied levels of learning.

6. Professional Development:

District and school-wide professional development is a vital component of an effective curriculum. South Kilbourne's professional development is built upon the goals of the district, and, as a collaborative educational team, the professional development plan helps faculty and staff work together for the success of our students.

As a result of our district's investment in rich professional development programs such as Marzano's High

Yield Strategies; Principles of Learning; Plan Do, Check, Act; and other research-based initiatives, our school has the basic structure for implementing current and effective best practices.

Our school leader's personal commitment to continuing education serves as a model for learning and its positive effects on student achievement at the school level. She assesses a variety of district and professional models and initiatives and surveys her staff for input. Our principal works along with our school's professional development committee, and an annual professional development plan is created. Resources and materials are specifically selected to support our school goal of moving students to an accelerated level of achievement.

Our district provides five full days for district professional development. Additionally, the district calendar has monthly half-days scheduled for school-based initiatives. This schedule allows for continual growth and professional development throughout the school year.

We are currently engaged in an in-depth study of *Strategies That Work* by Stephanie Harvey and Anne Goudvis and *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson. Teachers collaborate and reflect on the selected literature, have professional discussions regarding the information, and make decisions based on how this new information effectively aligns to the standards of learning. Selected strategies are implemented into the classroom, including the Principles of Learning components of Academic Rigor and Accountable Talk, so that students are exposed to the most current practices for enhanced learning opportunities. Not only do teachers implement these strategies, they assess, reflect, and measure their effectiveness, and then present their findings to our school team of learners as part of the continuous cycle of learning. Although all of our professional development has increased our knowledge base, the most profound impact has been our in-depth study of differentiating instruction. As a result of this focused professional development, there has been a shift in the way we deliver instruction. There has been an observable decrease in the amount of time spent in whole group instruction and an increase in time devoted to small group differentiation. We believe that because of this shift, we are now better able to meet the academic needs of our students.

7. School Leadership:

The South Kilbourne Leadership Team consists of the principal, curriculum resource teacher, guidance counselor, reading teacher, and media specialist. The primary instructional leader is the principal, whose style is based strongly on a team coaching approach. Her cyclical approach drives our school structure; never beginning nor ending but moving seamlessly forward from year to year. She ensures that everything we do, every system we use, every policy we have is aligned to support exemplary instructional delivery in the classroom.

Our principal values open communication and has built a culture that fosters honest discussions with teachers and families. She serves as an advocate for student achievement and parental involvement, cheering and giving pep talks at every opportunity. As our school coach, her playbook consists of daily classroom visits, evaluating assessments for rigor, and ensuring that all instructional resources and curriculum are aligned to state standards as well as planning opportunities for teacher growth. Her belief is that purposeful professional development will improve the delivery of instruction. The principal has a keen ability to see the big picture and can efficiently and effectively make adjustments without losing valuable instructional time.

As the primary instructional leader of the school, our principal selects a committed and dedicated staff and relies on their natural strengths and talents to make plans that can accelerate learning. Our staff is comprised of teams that offer support and input on matters that affect our school's goals. Our leadership's strong commitment to a culture of open, ongoing dialogue about best instructional practices is viewed as critical to our success. Our leadership highly values the collaborative involvement of all staff members and community stakeholders.

The Leadership Team meets weekly to discuss school initiatives that support student achievement. The

curriculum resource teacher shares information on curriculum and assessment; the guidance counselor addresses the emotional needs of students. The reading teacher and media specialist discuss effective interventions and enhancing successful literacy learning. The team believes that a school culture focused on student achievement must be built upon a foundation of shared decision-making and collaborative planning. Also, the principal's Leadership Team is extremely devoted to in-depth data analysis and is keenly aware of its ability to impact student achievement. The team works closely with teachers and empowers them to reflect deeply upon their students' data to drive instruction.

Consequently, through clearly communicated goals and expectations that focus on academic achievement, the school's Leadership Team drives performance throughout the entire school community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Palmetto Assessment of State Standards

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	71	66	71	17	16
Exemplary	46	43	20	0	8
Number of students tested	28	35	45	41	37
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	73	65	80	13	13
Exemplary	50	42	23	0	7
Number of students tested	26	31	40	38	31
2. African American Students					
Met and Exemplary	71	66	73	19	15
Exemplary	46	43	18	0	9
Number of students tested	28	35	40	31	34
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES: In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Palmetto Assessment of State Assessment

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	85	91	86	34	32
Exemplary	50	47	36	2	0
Number of students tested	26	32	44	41	34
Percent of total students tested	93	91	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	84	89	90	32	28
Exemplary	48	50	41	3	0
Number of students tested	25	28	39	38	29
2. African American Students					
Met and Exemplary	85	91	87	35	31
Exemplary	50	47	36	3	0
Number of students tested	26	32	39	37	32
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES:					
In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

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	100	87	89	32	33
Exemplary	54	40	38	7	8
Number of students tested	26	35	37	44	24
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	100	86	89	27	33
Exemplary	54	40	39	3	10
Number of students tested	24	35	36	33	21
2. African American Students					
Met and Exemplary	100	91	88	32	33
Exemplary	52	38	38	5	8
Number of students tested	23	32	34	41	24
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES:					
In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Palmetto Assessment of State Standards

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	88	89	73	21	36
Exemplary	35	35	22	0	0
Number of students tested	26	37	37	42	22
Percent of total students tested	100	97	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	88	91	75	18	35
Exemplary	29	35	22	0	0
Number of students tested	24	34	36	33	20
2. African American Students					
Met and Exemplary	87	90	71	20	36
Exemplary	35	32	21	0	0
Number of students tested	23	31	34	40	22
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES:					
In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Palmetto Assessment of State Standards

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	89	84	73	48	32
Exemplary	29	32	23	9	7
Number of students tested	35	37	40	23	44
Percent of total students tested	100	100	100	96	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	88	82	69	45	27
Exemplary	29	24	19	6	5
Number of students tested	34	33	36	18	38
2. African American Students					
Met and Exemplary	90	85	70	43	27
Exemplary	32	30	19	10	7
Number of students tested	31	33	37	21	41
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES:					
In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Acccountability/Data-Management-and-Analysis/PASSPortal.html					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Palmetto Assessment of State Standards

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	89	81	85	9	26
Exemplary	34	32	13	0	2
Number of students tested	35	37	40	23	43
Percent of total students tested	100	100	100	96	98
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	88	82	83	6	24
Exemplary	35	27	11	0	3
Number of students tested	34	33	36	18	37
2. African American Students					
Met and Exemplary	90	82	84	10	23
Exemplary	39	30	11	0	3
Number of students tested	31	33	37	21	40
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary					
Exemplary					
Number of students tested					
NOTES:					
In the 2008-2009 school year, the state assessment changed from the Palmetto Achievement Challenge Test (PACT) to the Palmetto Assessment of State Standards (PASS). PASS performance levels are Not Met, Met, and Exemplary. PASS Met is equivalent to Proficient on PACT; PASS Exemplary is equivalent to Advanced on PACT. The South Carolina Department of Education published both assessments which can be found on the PACT/PASS portal on the state department website. http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PASSPortal.html					

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	86	79	77	29	26
Exemplary	41	38	26	4	7
Number of students tested	89	107	122	108	105
Percent of total students tested	100	100	100	98	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	86	78	79	24	23
Exemplary	42	35	26	2	6
Number of students tested	84	99	112	89	90
2. African American Students					
Met and Exemplary	86	80	76	30	24
Exemplary	42	37	24	4	7
Number of students tested	82	100	111	93	99
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12SC4

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	87	86	81	23	30
Exemplary	39	37	24	0	0
Number of students tested	87	106	121	106	99
Percent of total students tested	97	96	100	98	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	86	87	82	21	27
Exemplary	37	36	25	1	1
Number of students tested	83	95	111	89	86
2. African American Students					
Met and Exemplary	87	87	81	23	28
Exemplary	41	36	22	1	1
Number of students tested	80	96	110	98	94
3. Hispanic or Latino Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Met and Exemplary	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12SC4