

2003-2004 No Child Left Behind—Blue Ribbon Schools Program

Cover Sheet

Name of Principal Mrs. Terry Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pate Elementary School
(As it should appear in the official records)

School Mailing Address 1010 Indian Branch Road
(If address is P.O. Box, also include street address)

Darlington South Carolina 29532-4564
City State Zip Code+4 (9 digits total)

Tel. (843)398-2400 Fax (843)398-2397

Website/URL www.darlington.k12.sc.us E-mail TerryM@darlington.k12.sc.us

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

(Principal’s Signature) Date _____

Name of Superintendent* Dr. Rainey Knight
(Ms., Miss, Mrs., Dr., Mr., Other)

District Name Darlington County School District Tel. (843) 398-5100

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

(Superintendent’s Signature) Date _____

Name of School Board
President/Chairperson Dr. Thelma P. Dawson
(Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----|--|
| 14 | Elementary schools |
| 0 | Middle schools |
| 3 | Junior high schools |
| 4 | High schools |
| 1 | Other (Briefly explain) Alternative School |
| 22 | TOTAL |

2. District Per Pupil Expenditure: \$5,653.13
- Average State Per Pupil Expenditure: \$8,720.85

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.
- 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------------|------------|--------------|-------------|
| K | 84 | 76 | 160 | 7 | | | |
| 1 | 76 | 67 | 143 | 8 | | | |
| 2 | 59 | 63 | 122 | 9 | | | |
| 3 | 81 | 65 | 146 | 10 | | | |
| 4 | | | | 11 | | | |
| 5 | | | | 12 | | | |
| 6 | | | | Other 4K | 25 | 17 | 42 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 613 |

6. Racial/ethnic composition of the students in the school:
- 33.12 % White
 - 65.25 % Black or African American
 - 1.14 % Hispanic or Latino
 - .33 % Asian/Pacific Islander
 - .16 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 10%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 39 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 22 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 61 |
| (4) | Total number of students in the school as of October 1 | 604 |
| (5) | Subtotal in row (3) divided by total in row (4) | 0.10 |
| (6) | Amount in row (5) multiplied by 100 | 10 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 76 %
465 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13.2 %
81 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 1</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 20</u> Specific Learning Disability |
| <u> 12</u> Hearing Impairment | <u> 56</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> 1</u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u> 2</u> | <u> </u> |
| Classroom teachers | <u> 28</u> | <u> </u> |
| Special resource teachers/specialists | <u> 11</u> | <u> 3</u> |
| Paraprofessionals | <u> 15</u> | <u> 2</u> |
| Support staff | <u> 13</u> | <u> 1</u> |
| Total number | <u> 69</u> | <u> 6</u> |

12. Average school student-“classroom teacher” ratio: 22.8

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--------------------------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95.4% | 96.1% | 95.0% | 94.9% |
| Daily teacher attendance | 95.8% | 95.7% | 96.1% | 95.6% |
| Teacher turnover rate | 15.4% | 19.2% | 16.5% | 18.6% |

PART III - SUMMARY

Our school is truly a place for children. The mission of Pate Elementary School is to prepare all students to become productive citizens by providing diverse learning experiences in a safe, positive, and appropriate environment supported by the total community. To achieve this, we strive to provide a quality education for all students. Despite the high poverty level, lack of parent education, and other historically disadvantaged characteristics, our school has risen to the high standards set forth by the state. High expectations for all students is what we believe, no excuses allowed. Students can and do learn at our school, as evidenced in part by our excellent PACT scores. The level of progress into the higher levels on PACT is phenomenal. In 2000, 2001, and 2002 the school received an overall “Excellent” status based on the conditions set by the Educational Oversight Committee for the SC School Report Card. The school has been recognized for its efforts by being asked twice to present at SC Title I Conferences and by earning the NCS Learns Honor Roll school status. We work diligently to ensure that the students continue to get the quality education they deserve so they can become positive contributing members of society.

In order to provide a quality education, teachers and staff members are also held to high expectations. Rigorous staff development enables our teachers to have all necessary information in providing instruction to the students. Initiatives such as Working on the Work, South Carolina Reading Initiative, and Math Solutions, are just a few assets to our instructional program. As teachers participate in these initiatives they are moving towards being researchers in their field. Teachers are given all necessary training to ensure they have the knowledge needed of the school’s core curriculum. The faculty and staff are professionals and leaders in education.

Students are given the opportunity at our school to be successful in all areas. They are provided with numerous leadership opportunities to build confidence and capability. Students take an active role in being positive contributors at the school. They assist with cleaning the grounds, raising and lowering the flag, making announcements, participating in after school programs, performing in PTA performances, and most of all, conducting themselves in a manner conducive to learning. The school is proud of the accomplishments of the students and highlights their successes whenever possible.

An essential component to a successful school is the people “behind the scenes” that support the school. Parents are active in attending meetings, keeping communication open between themselves and the school, volunteering when available, and making sure the students are doing what needs to be done for them to achieve. This would include assisting with homework, making sure the children’s needs are being met, and encouraging the students to perform well, both academically and socially. Many parents serve as classroom parents or participate with the various decision-making committees at the school. Community members also serve on these committees. The community supports the school and involves itself, whether physically or financially, to assist in providing what students need to learn at high levels. Local businesses take an active role in the school and attend during special activities to show their support. Without the support of the total community, our school would not be the exceptional one that it is.

Our school exemplifies what a quality school is. The school works to meet the needs of the customers: the parents, volunteers, community members, and visitors, that walk through its doors daily. The school evaluates its programs continuously to make sure students are being provided with the most current researched based instruction that can be given. Our school is proud of the accomplishments of the students and feels confident in their abilities to succeed in the future, which is what education is all about.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of School's Assessment Results:

The South Carolina curriculum standards provide the core understandings that every student is expected to learn. Legislation known as the Educational Accountability Act of 1998 called for the development of a K-12 system of rigorous standards and a state test that assessed the learning of those standards in grades 3-8. Pate Elementary third grade students are tested each spring with the Palmetto Achievement Challenge Test (PACT) published by the South Carolina State Department of Education. This assessment measures how well the students are learning the South Carolina Curriculum Standards in English Language Arts and mathematics. PACT is a criterion-referenced test. There are four levels of performance: Below Basic, Basic, Proficient and Advanced.

Below Basic indicates a student who has not met expectations for student performance based on the curriculum standards. A student who performs at this level is not prepared for work at the next grade level and an Academic Assistance Plan must be developed for the student.

The next level of performance is Basic. At this level a student is meeting minimal expectations for the grade level based on the South Carolina Curriculum Standards. This indicates that the student is minimally prepared to work at the next grade level.

A performance rating of Proficient on PACT shows that a student has met the expectations at the specific grade level and is well prepared for work at the next grade level. The attainment of this level or higher represents the goal for all students.

The Advanced level represents students who have exceeded expectations for student performance based on the South Carolina Curriculum Standards. The definition of an Advanced level of attainment is a student who is very well prepared for work at the next grade level.

Pate Elementary has shown continuous progress over the past five years since the first administration of PACT in the spring of the 1998-1999 school year. The results of this first test showed only 26% of the students scored basic or above in math and only 47% of the students scored basic or above in ELA. The spring 2000 results yielded 41.7% basic or above in math and 51.1% basic or above in ELA. The results of the 2001 spring administration showed a significant rise in student achievement (ELA, 76.5% basic or above/ math, 77.3% basic or above). The 2002 spring assessment produced results of 92.1% basic or above in ELA and 88.5% basic or above in math. Although the 2002 spring assessment garnered some of the highest scores on PACT in the state, the 2003 results were even better. The 2003 math scores showed that 94.3% of our students were performing at or above basic and the ELA scores reflected 92.7% of our students were performing at or above basic. In 2003, 100% of the students in third grade were tested. These results show the continuous advancement of students into the highest levels of performance. Our students are reaching these challenging levels of academic mastery due to support from parents, staff, and the community, ongoing professional development opportunities, and an engaging, satisfying, standards-based curriculum. South Carolina's Assessment System, considered one of the best (ranked 8th out of 50 states) in the United States by the Princeton Review in 2001, represents the high expectations for learning that we have for all of our students at Pate Elementary.

Use of Assessment Data:

The faculty and staff analyze standardized test scores to review program effectiveness and identify areas needing improvement. Third grade teachers meet with the administrators as a group and individually to further analyze PACT scores. Data analysis meetings continue throughout the year to make sure the needs of our students are being met. State report card surveys completed by parents and faculty are studied to plan, update, and/or change the instructional program. These survey results are studied by the faculty, staff, School Improvement Council, PTA Board, and Title I Board. The coordinating teacher meets with grade levels on a weekly basis to discuss assessments and provide different teaching strategies to use in the classroom. All classroom teachers maintain grade books, anecdotal records, and work sampling. The teachers of kindergarten and first grade students conduct the *South Carolina Readiness Assessment* three times a year. This assessment looks at students from the personal and social, English/language arts, and mathematical aspects. All students in grade one are administered the *Reading Recovery Leveled Text Assessment* three times a year. The classroom teachers, literacy teacher, and administrators study the results at the beginning of the year. A mid-year meeting is held to determine if the program is meeting the needs of the students. The final testing process in first grade tells us our strengths and needs. Students in grades two and three are administered the *Developmental Reading Assessment* by the classroom teacher three times a year. The scores for the *Developmental Reading Assessment* and *Reading Recovery Text Level Assessment* are plotted on a class profile and studied by the classroom teacher, coordinating teacher, and administrators. These end-of-the-year results are analyzed student-by-student, class-by-class, grade level by grade level, and by the school as a whole. Math pre-tests and post-tests are administered during the first and last months of the school year to determine needs and to document instructional progress in all grades. In addition, third graders are monitored more frequently using results from the *SuccessMaker* lab, which provides practice on skills that are highly correlated to SC standards. Weekly grade level team meetings and periodic cross-grade level meetings are held to improve instruction and to assess the effectiveness of the curriculum.

Communicating Student Performance:

The school's monthly newsletter, *Pate 2 Parent*, classroom newsletters, the local newspaper, e-mail, the school's website, the school handbook, the district's behavior guidelines, and various pamphlets provide communication between the school, parents and the community. Panda folders are sent home each Monday with the students. Teachers include flyers about school events and activities, graded papers, and progress reports of the students' academic and social success in these folders. Interim reports and report cards are sent home quarterly. Good News Notes postcards are sent home quarterly to each child. Communication notes are sent home with students as needed. Extra effort is made to notify students about the good things the students are doing through the postcards, phone calls, good time notes, and Terrific Kids certificates, pencils and bumper stickers. A school article is printed in the local newspaper weekly to highlight events and successes of our school. Parents have received State Report Cards from the SC Department of Education the last three years. As new students enroll in our school from November 1st to the end of the school year, a copy of the school's report card is provided to them. Schoolwide Open House sessions, parent-teacher conferences, parent workshops, parent volunteer meetings, regularly scheduled PTA meetings, School Improvement Council, and Title I meetings provide an opportunity for two-way communication between parents and community. A bulletin board is located in the hallway to highlight students, faculty, and parents and their successes. Meetings with the school's leadership team, grade levels, faculty, and committees are held on a regular basis. A monthly invitation is sent to parents to meet with the principal. During these meetings, the principal shares assessment data, effective instructional practices, and opens discussion for parents to share suggestions/concerns/questions regarding student achievement at Pate. The school regularly communicates to parents and the community student performance and assessment data.

Sharing Success:

Pate Elementary is committed to sharing its success with other schools, districts and the nation. We believe that it is only through meaningful, consistent, and frequent interaction and collaboration with other educators that we continue to grow as professionals and as a school. In the past, we have presented our success story at state conferences, the South Carolina Education Oversight Committee and at the Darlington County School District Board of Education meeting.

Our numerous awards and exemplary student achievement data, has generated interest in Pate and what we offer our students. Schools and districts from across South Carolina visit us. Our doors are open for sharing our numerous successes and we are proud to show every visitor to our school the programs we believe have made a difference. Visitors visit classrooms to observe our effective practices in action, talk with students and parents, ask questions of our faculty and participate in a round-table discussion with administrators and teachers.

Presently, we are constructing a website to include the numerous awards, programs and practices that have contributed to the success of our school. We encourage our teachers to offer professional development to other teachers across the state. Our successes have been written about in local and state newspapers.

We continue to explore avenues that will allow us to share our outstanding accomplishments with other schools. Of interest to us at this time is having teachers publishing exemplary lessons on our web site to share with other educators. This would allow us to share effective practices with others who have time and budget constraints that do not allow them to leave their schools.

Sharing our success and helping others achieve what Pate has achieved is a priority of the faculty and staff at Pate Elementary.

PART V – CURRICULUM AND INSTRUCTION

School Instructional Program:

Pate's instructional program focuses on the needs of the students and SC standards. Planning for instruction begins each summer with grade level meetings with the principal and coordinating teacher to create long range plans for the upcoming school year. This process enables teachers to plan weekly instruction based on the standards. Materials such as basals, trade books, big books, and manipulatives are used to plan for the units that will be taught. Field trips are coordinated at this time to supplement units of study.

The school believes that all students can achieve at a high level. In efforts to support this belief, many programs and opportunities are available for both students and teachers. Students are regarded as the customer and the focus is on their needs. We strive to ensure that we are designing instruction that is satisfying, meaningful, engaging, and challenging. The four- and five-year-old kindergarten classes use a variety of effective practices to meet student needs. Their daily routine includes providing a learning environment with large group activities, small group instruction, and center time. Some of the key experiences included in the kindergarten curriculum are: creative representation, language and literacy, initiative and social relations, movement, classification, seriation, number, space, and time.

Our literacy program consists of effective practices based on scientific research. This model provides a heavy emphasis on the five components of a meaningful reading program which are: fluency, vocabulary, comprehension, phonemic awareness, and phonics. Teachers use basals, trade books, and science and social studies textbooks to teach reading and comprehension skills. *Thinking Maps* and graphic organizers are used to enhance the teaching of comprehension skills. Large and small groups and paired and independent reading occurs to meet each student's needs. Baskets of books are available for children to select books of their interest to read. Teachers hold conferences with students to determine strengths and areas needing improvement. Teachers also select books on a higher level to read aloud to students to increase vocabulary, fluency, and basic reading strategies. Building students' fluency is a major focus of the literacy program. Students in kindergarten through second grade participate in small literacy groups. These thirty-minute literacy groups use *Reading Recovery* strategies to assist and challenge students in reading and comprehension.

Another integral piece of the school's curriculum is the writing program. Students learn to write for real purposes and to appeal to their audience. Each year the students are expected to expand their writing abilities to become fluent writers. With these skills they will meet the needs of writing for everyday reasons and will be able to write proficiently for all standardized testing purposes.

The emphasis in math is to develop strategies to solve problems and become critical thinkers. Pate's math program works to accelerate the students' critical thinking skills. A math morning board in grades K-3 allows students to build on basic math facts and skills each day. Students also practice multi-step word problems and use math manipulatives to provide additional tools for connecting math to the world outside the classroom. One hour of the school day has been dedicated for math instruction, however it is weaved throughout the entire curriculum.

Science kits provide valuable hands-on materials to integrate science into the real world. Along with science, social studies and health are integrated in thematic units throughout the day in each classroom.

The *SuccessMaker* Lab is utilized for students to practice skills in the areas of reading and math. Students in grade three and select students in grade two use the lab. Students are exposed to questions of varying difficulty. As the students grow accustomed to working with these types of problems, they are more at ease with their abilities to solve them. Therefore, when PACT is given, the students will be comfortable with the questions asked and will perform without anxiety, affording them higher scores.

Sample PACT-like questions are an integral part of the students' lives in grades one, two, and three. Students are able to familiarize themselves to the format of the test. Teachers can use the results of these sample tests to determine the strengths and weaknesses of each child. In grade three, benchmark tests are given to assess the students' level of performance. Individual and small group instruction can then be designed to accelerate the students.

As a result of the belief that all students have the ability to score at high levels, after school tutoring is provided for every third grade student. Snacks and transportation are provided for the students. Parents support the efforts by making sure their child attends. The tutoring program is used to supplement students' regular day curriculum.

The high expectation for student performance is spread throughout the school campus. Students write in journals and hear quality read-alouds during art, music, and physical education. The media specialist correlates her lessons to incorporate skills being taught in the classroom. Students learn how to use the dictionary, encyclopedia, and the computer to find information. Test taking skills are an essential part of the guidance program.

As part of our emphasis on technology, students use computers to take *Accelerated Reader* tests and publish their writing. Our automated library system, digital cameras, and *Destination Station* engage students in the use of technology.

Our school is committed to excellence. The program and curricula focus on the students and meeting their needs. Within our program, we provide the opportunities for students to be challenged, engaged, and satisfied.

Reading Curriculum:

The Pate Elementary School community believes that all students can achieve at a high level. We strive to ensure that we are designing quality-reading instruction that is research-based and is meaningful, satisfying, engaging, and challenging.

Providing instruction in reading comprehension, fluency, vocabulary development, phonemic awareness and phonics is the core of the instructional reading program at Pate. The delivery of this instruction is accomplished through using research-proven instructional strategies. Each teacher provides at least one-hundred and twenty minutes of literacy instruction each day using a balanced literacy approach that encompasses guided reading, writing, word study, independent reading, and conferencing with the teacher on a regular basis to determine individual needs. In addition, students in kindergarten through second grade participate in small literacy groups. These literacy groups use the *Reading Recovery* strategies to assist and challenge students in comprehension, writing and decoding. Flexible grouping is an instructional strategy we use to allow children to move seamlessly in and out of groups. This system is designed to meet the individual needs of each child. All teachers at Pate realize the

importance of reading aloud to students regularly throughout the day and do so using a variety of genres. We also understand the need for a large assortment of texts. Therefore, each classroom is equipped with different kinds of books where children have the opportunity to discuss what they have read with each other. Students are immersed in a literature-rich environment. Our use of a variety of instructional materials enables us to carefully align these materials, test, and texts to the specific needs of our students and helps us provide intentional and systematic instruction. Additionally, all third grade students and identified students in second grade who are struggling in reading participate in the computer lab using *SuccessMaker* software. This program places children at their instructional level and assesses their individual needs in skills, strategies and comprehension. Children are monitored daily to ensure they are progressing as they should. Other interventions are provided if they are not. After-school tutoring is offered three times a week to our third grade students to enhance the regular-day reading curriculum.

All students in kindergarten through third grade are carefully evaluated systematically throughout the year using a variety of assessments to determine individual needs of each student. These assessments provide information to teachers as they plan for effective instruction with individuals and small groups. Ongoing assessment is an integral part of our approach to teaching reading. During conference time teachers meet one-on-one with students to monitor progress and inform their instruction. Therefore, teachers using the results of this data are able to differentiate instruction for every reader in their class.

We believe this balanced, research-based approach to reading instruction allows us to equip our students with the skills and strategies necessary to be excellent readers, writers and life-long learners.

Math Curriculum:

Preparing students to become productive citizens is reflected in the math curriculum offered daily to our students. Math is integrated throughout all curriculum areas to ensure that students are exposed to math in all situations, especially encounters in real life. Kathy Richardson states, “How children experience math has a profound effect on what they are able to learn. If we want our children to be successful in math, it is important that we create a learning environment that supports the development of understanding, positive attitudes, and habits of mind that cause children to be interested, curious, and eager to learn new mathematical ideas.”

Several programs are utilized at Pate. *The Problem Solver* math program is a resource we use with our students. It is a systematic program designed to help elementary school students become competent and confident problem solvers. Students are taught a four-step method combined with ten useful problem-solving strategies that can be used as they encounter real-world problems. In addition to this, we use *Everyday Counts* in grade three and a math morning board in grades K-3 that allows students to build on basic math facts and skills each day. Students also utilize the *Sunshine Math* program to practice multi-step word problems. Another resource used is our state adopted math series. Opportunities for additional acquisition math concepts and skills are accomplished with the *SuccessMaker* software in the computer lab. All of these programs and materials are used to help our students move forward in their understanding and appreciation of mathematics and how it helps them each day of their lives.

Instructional Methods:

Thirty kindergarten students are provided with literacy group instruction beginning in December. Students who are developmentally ready participate in these small group sessions. This program mirrors the literacy model used with students in grades one and two. Level One readers are used with students at the beginning of the program. Students advance from one level to the next based on their development. As a result of this program, we have students entering first grade who are reading.

The after school writing tutorial program is provided for select third grade students based on teacher recommendations. These students are provided with various opportunities to increase their writing proficiency skills using extension lessons developed from proven research-based strategies. A joint effort

takes place between the coordinating teacher and the regular classroom teachers to make sure the writing extension activities are being used effectively.

Second grade students are provided with math enrichment on a daily basis. Twenty-five second grade students are increasing their mathematical reasoning skills by completing computerized activities in the *SuccessMaker* Lab. These activities are in addition to the regular math curriculum. This enrichment opportunity will allow these students to begin levels ahead of third graders beginning in the lab next school year.

All students in first through third grade participate in the math *Problem Solver* program. As a result of this program, every child in grades one, two, and three, are exposed to solving high-level math problems. We attribute our school's high scores on PACT mathematics to these enrichment opportunities provided to every child.

To increase and enhance the art and music programs at our school, we offer a chorus and an art club. The chorus is composed of students from the third grade. The students practice weekly. They will perform at PTA meetings and school and district functions. The art club is made up of fifteen students in grades one through three. The students are able to use their creativity and talent to work on individual and group projects. The art club and chorus are assets to our school.

Professional Development Program:

At the end each school year the faculty and staff analyze the effective practices of that year. Goals for the next school year are determined based on what the teachers and administration deem as most needed. Staff development opportunities are designed for the following school year to meet these goals. Each year staff development on data analysis, special education issues, meeting SC Standards, and school and safety issues are held.

A major initiative in our instructional program is *Working on the Work (WOW)*. Specialized training for this initiative began with a weeklong session in the summer of 2000 and continued until all faculty members completed the training. As training sessions proceeded, school-wide staff development opportunities were being provided for the entire faculty and staff. Information from meetings is included in the school's yearly *WOW* plan to enhance the learning of the faculty and staff. A district *WOW* Expo was held last year to showcase the difference that *WOW* is making in the schools. Student products and sample lesson plans were displayed for community members, businesses, and parents, as well as other schools in the district, to view. Teachers from our school presented exemplar lessons to other teachers in the district. These lessons are included on the district's *WOW* website.

All kindergarten, first, and second grade teachers, literacy teacher, the coordinating teacher, assistant principal, and the principal have received extensive training with *Reading Recovery* strategies and the cueing system from *Reading Recovery* teachers as well as district personnel.

The principal, guidance counselor, media specialist, speech pathologist, art teacher, and exceptional and regular education teachers completed a course on *Technology Proficiencies for Educators*. As part of this course, each member developed a Power Point presentation that will be shared with other faculty and staff members to use in their classroom.

We strive continuously to offer our students quality math instruction. To gain more understanding of the complexities of teaching math and its content we have dedicated ourselves to ongoing professional development. *Math Solutions* is a professional development model that requires a deep rethinking of the goals and strategies of mathematics instruction. Developing an expertise in mathematics instruction helps our students as they face real world situations that require complex mathematical skills.

Third grade teachers continue to grow in the understanding of the possibilities of the *SuccessMaker* lab through training sessions. At least three training sessions are held a year for extensive training, although assistance may be sought out at any time through NCS Pearson, Inc.

Effective strategies for providing and maintaining classroom management are discussed through *Tools for Teaching* staff development sessions. A lead teacher at the school has been thorough trained and provides the entire faculty and staff with these effective practices.

Pate values the time used for staff development and continues to provide enriching experiences to the teachers so they may in turn promote student success.

Grade: 3
Test: Palmetto Achievement Challenge Test (PACT)
Edition/Publication Year: 1999-2003
Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

All third grade students were assessed using the Palmetto Achievement Challenge Test or Palmetto Achievement Challenge Test-Alt.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

**PATE ELEMENTARY SCHOOL
ASSESSMENT DATA
PALMETTO ACHIEVEMENT CHALLENGE TEST
THIRD GRADE MATHEMATICS**

Scores are listed as percentages

| | 2003 | 2002 | 2001 | 2000 | 1999 |
|----------------------------------|------|------|------|------|------|
| Testing month | May | May | May | May | May |
| TOTAL | | | | | |
| At or Above Basic | 94.3 | 88.5 | 77.3 | 41.7 | 25.5 |
| At or Above Proficient | 53.3 | 48.9 | 27.3 | 3.6 | 6.9 |
| At Advanced | 18.9 | 22.3 | 16.7 | 0 | 0 |
| Number of students tested | 122 | 139 | 132 | 139 | 102 |
| Percent of total students tested | 100 | 100 | 100 | 100 | * |
| Number of students excluded | 0 | 0 | 0 | 0 | |
| Percent of students excluded | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| Free / Reduced | | | | | |
| At or Above Basic | 92.4 | 86.5 | 72.4 | 34.5 | 18.4 |
| At or Above Proficient | 48.9 | 45.9 | 21.4 | 3.6 | 2.6 |
| At Advanced | 15.2 | 18.9 | 11.2 | 0 | 0 |
| Number of students tested | 92 | 111 | 98 | 110 | 76 |
| African American | | | | | |
| At or Above Basic | 92.9 | 86.9 | 71.1 | 31.3 | 17.5 |
| At or Above Proficient | 52.4 | 42.1 | 21.1 | 2.5 | 6.3 |
| At Advanced | 14.3 | 18.7 | 14.5 | 0 | 0 |
| Number of students tested | 84 | 107 | 76 | 80 | 63 |
| STATE SCORES | | | | | |
| At or Above Basic | 81.6 | 73.6 | 72.2 | 69.0 | * |
| At or Above Proficient | 33.1 | 31.1 | 33.4 | 25.5 | |
| At Advanced | 11.8 | 12.0 | 16.4 | 9.4 | |

* No data available for 1999

Grade: 3
Test: Palmetto Achievement Challenge Test (PACT)
Edition/Publication Year: 1999-2003
Publisher: South Carolina Department of Education

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PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

**PATE ELEMENTARY SCHOOL
ASSESSMENT DATA
PALMETTO ACHIEVEMENT CHALLENGE TEST
THIRD GRADE ENGLISH/LANGUAGE ARTS**

Scores are listed as percentages

| | 2003 | 2002 | 2001 | 2000 | 1999 |
|----------------------------------|------|------|------|------|------|
| Testing month | May | May | May | May | May |
| TOTAL | | | | | |
| At or Above Basic | 92.7 | 92.1 | 76.5 | 51.1 | 47.4 |
| At or Above Proficient | 57.0 | 48.6 | 46.2 | 13.9 | 15.5 |
| At Advanced | 9.8 | 3.6 | 3.8 | 0 | 0 |
| Number of students tested | 123 | 140 | 132 | 137 | 97 |
| Percent of total students tested | 100 | 100 | 100 | 100 | * |
| Number of students excluded | 0 | 0 | 0 | 0 | |
| Percent of students excluded | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| Free / Reduced | | | | | |
| At or Above Basic | 91.4 | 91 | 71.1 | 44 | 39.4 |
| At or Above Proficient | 52.7 | 44.1 | 35.1 | 12.8 | 9.9 |
| At Advanced | 7.5 | 2.7 | 3.1 | 0 | 0 |
| Number of students tested | 93 | 111 | 97 | 109 | 71 |
| African American | | | | | |
| At or Above Basic | 91.8 | 91.7 | 72 | 38.8 | 42.6 |
| At or Above Proficient | 55.3 | 41.7 | 34.7 | 7.5 | 14.8 |
| At Advanced | 5.9 | 2.8 | 2.7 | 0 | 0 |
| Number of students tested | 85 | 108 | 75 | 80 | 61 |
| STATE SCORES | | | | | |
| At or Above Basic | 71.1 | 79.9 | 78.6 | 74.4 | * |
| At or Above Proficient | 43.8 | 40.7 | 41.6 | 40.0 | |
| At Advanced | 5.4 | 4.0 | 3.4 | 4.0 | |

*** No data available for 1999**